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ABSTRACT

The curriculum guide was designed for Vocational Special Needs Programs in Idaho and concentrates on preparing handicapped and disadvantaged students to succeed in regular vocational programs. The subjects, pre-vocational in nature, include: Living Skills (self concept, life management, community resources, food and nutrition, clothing and grooming, clothing care, consumer education, home safety and health, pre-first aid), Construction and Remodeling (exterior home maintenance, masonry, woodworking and carpentry), Mechanics and Motors, (small engine, bicycle maintenance, automotive upkeep, pre-driver training, gas and arc welding), Home Repairs (interior maintenance, painting and wallpapering, electricity, plumbing, furniture repair and refinishing, upholstery), Horticulture (gardening, groundskeeping and landscaping), Introduction to World of Work (getting and keeping a job, writing employment letters, filling out forms, money management), Occupational Training (child care, laundry/dry cleaning, food service, custodial/housekeeping). Each of the subjects is divided into units and lessons, with each unit containing an introduction, pre/post tests, several sample lesson plans, and a resource list. Each lesson plan states behavioral objectives, content, detailed learning activities, and needed resources. Time spent on each unit and lesson is left open, depending on the teacher, students, and situation. (LH)

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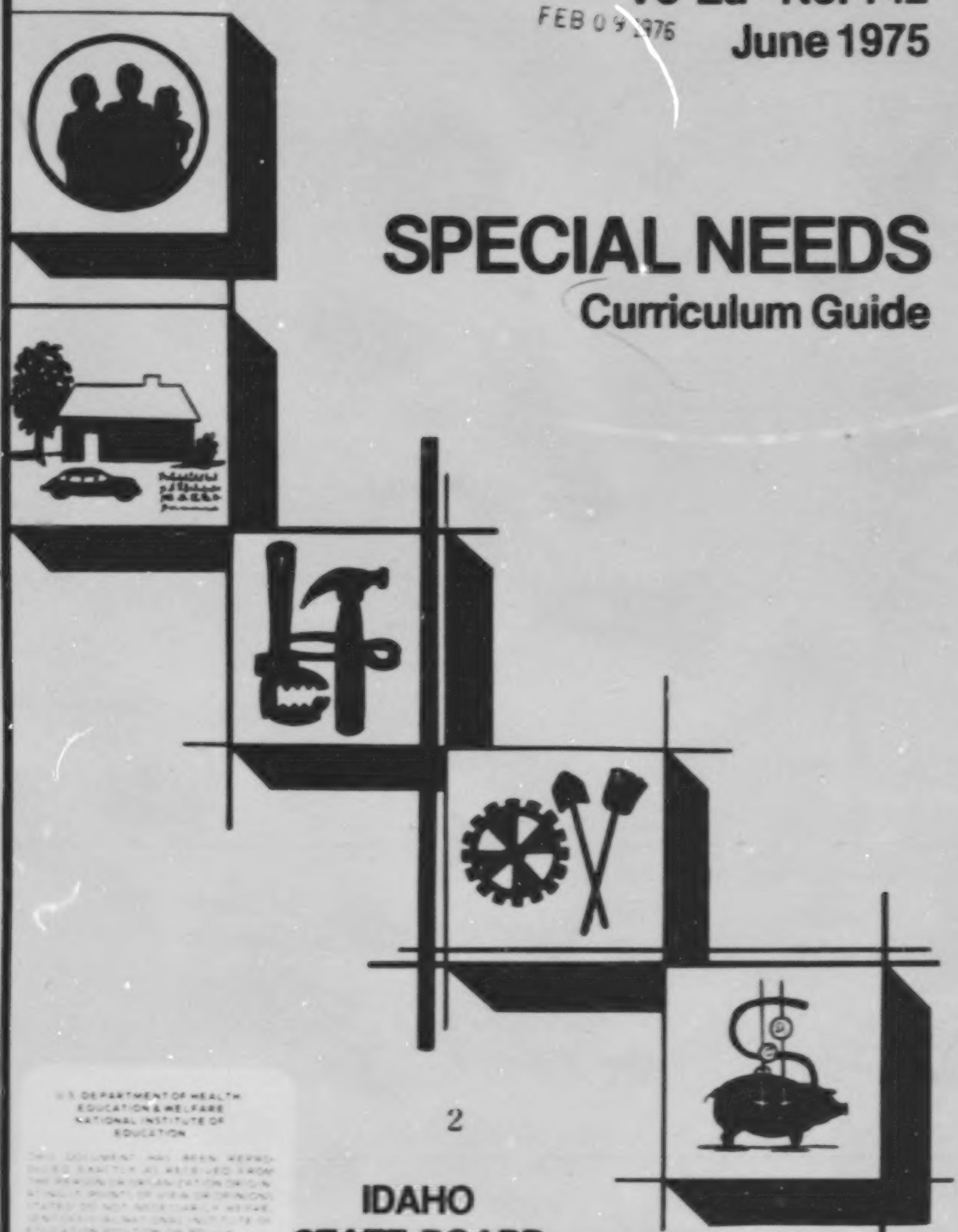
Curriculum Guide



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FOREWORD

Vocational Special Needs programs in Idaho are designed to encourage students to succeed in regular vocational programs. Special Needs programs have been organized for handicapped and disadvantaged students as specified in the Vocational Education Amendments of 1968. The curricula are pre-vocational in nature or support occupational programs. This curriculum guide is designed to serve these students.

The use of this guide, when coupled with in-service and pre-service training by the Vocational Teacher Education Division of the University of Idaho will prepare Idaho teachers to serve their students special needs. The guide provides many teaching activities in pre-vocational offerings. Living skills are emphasized in the guide because the student needs to be an independent person as fully as possible. One or two years enrollment in pre-vocational groups will allow most students to be assimilated into on-going mainstream programs with little difficulty.

To Laura Miller of the University of Idaho, serving as project director, my sincere appreciation for her work on the development of this guide. Equal thanks and appreciation to Dianne Hickey, editorial committee chairperson, from the Nampa School District JIVE Program, for her counsel and comment. With the patience, perseverence, persistence and positiveness of these people, this project was completed.

Roger Sathre, Supervisor
Special Needs Programs
State Board for Vocational
Education
Boise, Idaho

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The guides for Life Management Skills for the disadvantaged and handicapped junior high school girls (REACH) and for boys (PAL) developed by School District #132, Caldwell, Idaho, were forerunners of this guide. Many of the materials used here were adapted from REACH and PAL.

Special acknowledgments are extended to those who were directly responsible for the success of the development workshop. They are:

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The cover and sketches were created by Pauline Beamish, Nampa, Idaho.

Laura Miller, Consultant
University of Idaho

INTRODUCTION

The seven areas in the guide have been divided into units and lessons. The time spent in each area, unit and lesson would depend upon the teacher, student needs, length of period, and number of class periods per day and week that an individual student attends. This guide is a simple outline to help a new teacher in the field and give suggestions to the experienced teacher.

Each unit contains an Introduction, Pre/Post Test, Sample Lesson Plan, Unit Plan, and Resource Page. The Unit Plan states the Behavioral Objectives, Content, Learning Activities and the Resources.

The Idaho State Board for Vocational Education welcomes suggestions, additions and deletions that you may wish to offer. This guide is just a beginning to help teachers help Idaho youth that have handicaps or learning disabilities.

TABLE OF CONTENTS

Foreword i

Acknowledgment ii

Introduction iii

Table of Contents iv

A. LIVING SKILLS

Self Concept 1

Life Management 19

Community Resources 30

Food and Nutrition 36

Clothing and Grooming 53

Clothing Care 63

Consumer Education 79

Home Safety and Health 91

Pre-First Aid 111

B. CONSTRUCTION AND REMODELING

Exterior Home Maintenance 1

Masonry 12

Woodworking and Carpentry 33

C. MECHANICS AND MOTORS

Small Engine 1

Bicycle Maintenance 10

Automotive Upkeep 21

Pre-Driver Training 37

Gas and Arc Welding 49

TABLE OF CONTENTS

D. HOME REPAIRS

Interior Maintenance 1

Painting and Wallpapering 17

Electricity 27

Plumbing 37

Furniture Repair and Refinishing 49

Upholstery 61

E. HORTICULTURE

Gardening 1

Groundskeeping and Landscaping 12

F. INTRODUCTION TO WORLD OF WORK

Getting and Keeping a Job 1

Writing Employment Letters 28

Filling Out Forms 44

Money Management 62

G. OCCUPATIONAL TRAINING

Child Care 1

Laundry/Dry Cleaning 27

Food Service 44

Custodial/Housekeeping 56

LIVING SKILLS

INTRODUCTION

UNIT: *Self-Concept*

This self-concept unit deals with two basic aspects of self: the core identity or basic self and the self in relation to others, at home, school, on the job or in the community.

There are two units dealing with the basic self: One, labeled H is aimed toward the mentally or physically handicapped student, and the other, labeled D, is aimed toward the disadvantaged student with high ability, especially in reading, writing and abstract reasoning. The H unit is kept on an oral verbal level for students with poor reading and writing skill.s It requires considerable one-on-one work between the teacher and the student. It is designed to deal specifically with physical and/or mental handicaps, but it could be adapted to other handicaps as well (social, economic, cultural). If your students have some reading and writing skills, the unit could be adapted accordingly; this would eliminate the necessity for many of the student-teacher conferences, especially if time and class size make these unfeasible.

The basic self unit labeled D deals with the needs, interests, values and preferred working conditions in relation to choosing a job in keeping with one's individual personality and needs, rather than being aimed at over-coming any kind of handicap.

The unit on self in relation to others is designed for either the handicapped or disadvantaged student.

This unit aims to present a process to deal with a variety of individual problems. It is student-cenered in that it attempts to get the student to recognize inappropriate behavior on his/her part, as well as problems and conflicts with others, and to take responsibility for making changes.

A further goal of this unit is to assist the student in becoming a functioning member of the work-a-day world by making him/her more aware of what will be expected of him/her and what s/he can expect in return from an employer.

In summary, the Self Concept unit presented here is designed so that the specific details and content will come from your own students as they are led through the acticities to evaluate their own experiences, define their own problems and work out their own solutions.

PRE-TEST
Basic Self Concept

/H/

UNIT: Self Concept

Administer as an individual oral interview.

NAME ______________________________

DATE ________________________ AGE ___________

HANDICAP ______________________________ (instructor note).

(Instructor will ask the following questions using a sensitive, but non-evasive approach).

1. How would you define your handicap? ______________________________

2. What are you doing to overcome your handicap? ______________________________

3. What does the word lifestyle mean to you? ______________________________

If student can answer #3 adequately, go on to #4; if not, skip to #5.

4. Describe a lifestyle you would enjoy. ______________________________

5. What would you like to be doing in five years? ______________________________

POST-TEST
Basic Self Concept

/H/

UNIT: Self Concept

Oral interview at end of course.

NAME ______________________________

DATE ________________________ AGE ______________

1. How would you define your handicap? ______________________________

2. Have you developed any means of overcoming your handicap? ______________________________

3. Describe your life five years from now. ______________________________

4. What are you going to do between now and then to reach your goal? ______________________________

SAMPLE: DAILY LESSON PLAN /H/

UNIT: *Understanding and Accepting Oneself*

LESSON: *Definition of Handicap(s)*

LEARNING ACTIVITIES:
Display pictures of various physical handicaps representative of members of the class or of pictures depicting people compensating for a mental handicap by excelling in a physical area.

In groups of 3, (A)describe how individuals differ as to strengths and weaknesses; (B)identify and evaluate each handicap depicted and ways of compensating for it; (C)have each individual feedback to the total group regarding their own handicap.

TOOLS AND EQUIPMENT:
1. Pictures, slides, photographs, drawings, etc.
2. Inside-Out film series.
3. Projector

SUPPLIES:
None

SAFETY:
Care in terms of student movement.

VOCABULARY:
1. Physical handicap
2. Mental handicap
3. Medication
4. Strengths, weaknesses
5. Compensate

UNIT: *Self Concept*

LESSON: *Understanding and accepting oneself*

BEHAVIORAL OBJECTIVES:
Upon completion of this unit the student will:
1. Describe (oral or written) his own handicap.
2. Describe what can be done to overcome his handicap.
3. Define preferred lifestyle and establish realistic goals.

CONTENT:
1. Definition of handicap(s).
2. Means of overcomming handicaps.
3. Description of various lifestyles.
4. Future goals (personal, social, economic).

LEARNING ACTIVITIES:
Note: See Inside-Out film series, Resource section at bottom of page.
1. Display pictures of various physical handicaps representative of members of the class, or of pictures depicting people compensating for a mental handicap by excelling in a physical area. In groups of 3, (A)describe how individuals differ as to strengths and weaknesses: (B)identify and evaluate each handicap depicted and ways of compensating for each; (C)have individuals feedback to the total group regarding their own handicap.
2. Role-play situations in which students develop ways of reaching to success and failure. Talk about some positive ways of reacting failure. (Based on their own experience).
3. Fantasize a typical day 5 years in the future to get at preferred lifestyle (include personal, social, and economic aspects). Share with the group and have group feedback as to what would be realistic goals and what steps could be taken to attain them.

RESOURCES:
Magazines, Slides, Art Department for drawings if pictures aren't available. Certain films from the Inside-Out film series would be a good motivational lead-in to Learning Activities #1 and 2. - ie

Donna (Learning to be Yourself) - #490
This particular film helps children understand how persons learn to accept whatever it is that makes them feel different from others, and helps them recognize that the process of becoming a person is in many ways very much the same for everyone.

A catalog of these films is available from:
The Migrant Education Resource Center
312 3rd St. S. - Nampa, Idaho 467-3351

However, only teachers completing the 10-hours in service training may use this series.

TARGET POPULATION D

UNIT: *Self Concept*

LESSON: *Basic Self*

BEHAVIORAL OBJECTIVES:

Upon completion of this unit, the student will:

1. Be able to identify his own interests, needs, values, and preferred work orientation and to evaluate this information in relation to tentative career directions.
2. Be able to describe his preferred life-style.
3. Establish short and long range goals.

CONTENT:

1. Student interests, needs, values.
2. Preferred work orientation in terms of preference for working with people, data, or things; degree of preference for self direction; level of responsibility; degree of structure (ie regular or flexible hours); indoor or outdoor work, etc.
3. Preferred lifestyle.
4. Short and long-range goals.

LEARNING ACTIVITIES:

1. Have students define their first 3 career choices and note on "Who Am I" worksheet.

   Have students write 10 different answers to the question "Who Am I?" on 10 different sheets of paper. Answers may be roles he plays (ie student, friend, brother, etc), the kind of person he is (ie alert, intelligent, creative, etc.), or things the student likes or enjoys doing (music, mountains, working on cars). Try not to structure their answers in any particular direction-allow him the freedom to express whoever he is. Beneath each answer, have student write what they "like" about being each thing. Then have them number the answers from 1-10 based on what is most to least important to them.

   Teacher will analyze individually or with small groups, each student's responses trying to pick up on his/her needs, values, interests, and preferred work orientation, using "Who Am I" worksheet to code responses and them shares his notes with the student and discusses them and whether the student thinks they're valid.

   Have the student define which things he feels he needs to have satisfied by his job.

   Have students evaluate career choices as to whether those careers are in line with Who He/She is. (He/she may need more information about the career which he could get from the Occupational Outlook Handbook, from finding someone involved in that career to talk to, etc.)
2. Have student fantasize their lives 10-20 years in the future by writing about a typical day (include personal, social, and economic aspects of their lives). Discuss in small groups. End with what student realistically thinks he'd like to work toward.

UNIT: Self Concept

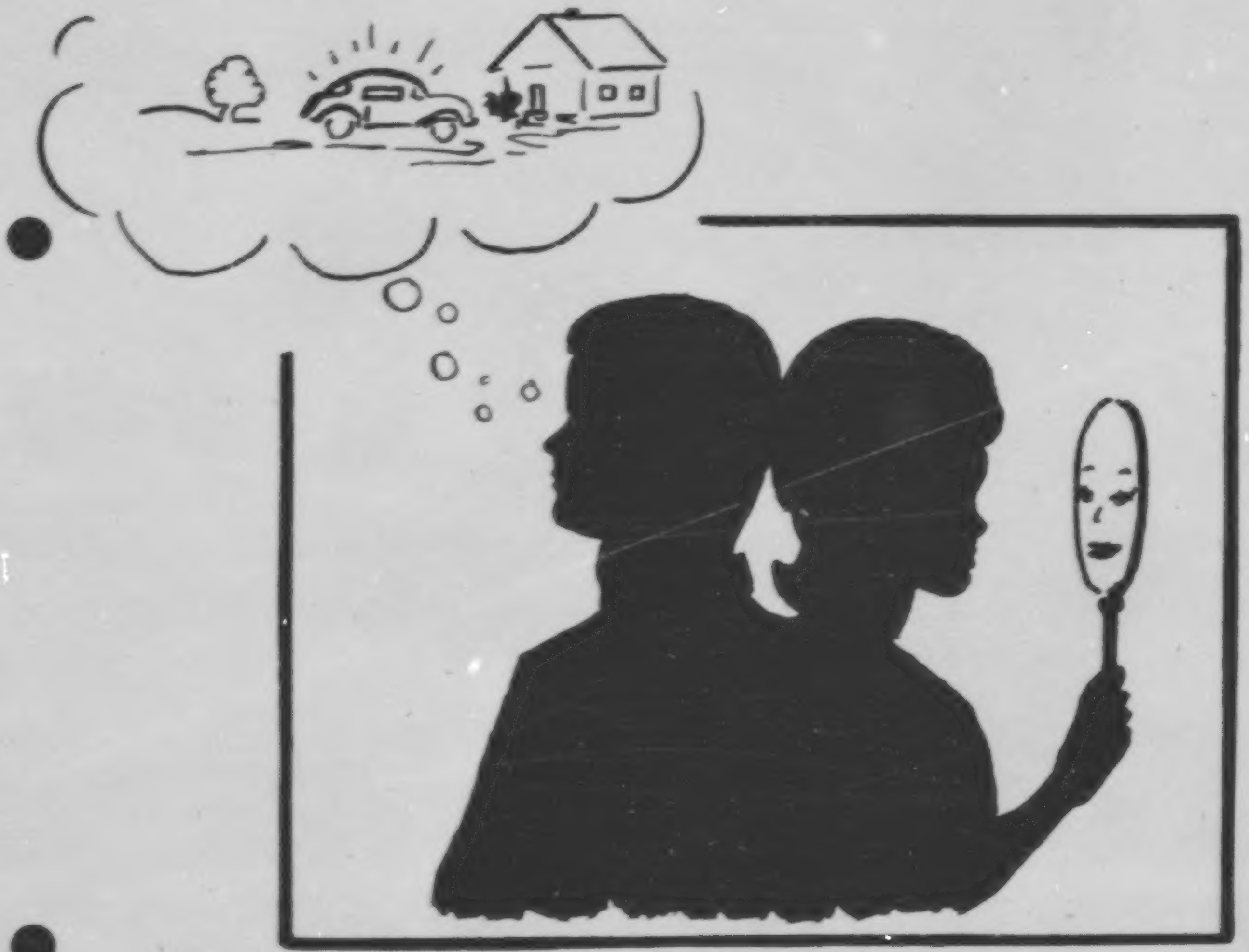
LESSON: Basic Self

LEARNING ACTIVITIES:
(continued)

3. Have students write their own obituary in terms of what they want to have accomplished and be remembered for after they die.

4. Complete goal worksheet.

RESOURCES:
2, 6



WHO AM I WORKSHEET

UNIT: *Self Concept*

Directions: As the student reads his 10 responses to the question, "Who Am I?", the instructor fills in the worksheet, evaluating all four major areas: Interests, need, values, and work orientation. The teacher may need to probe students' responses for more specific information.

NAME____________________________

CAREER CHOICES:

1. ____________________ 2. ____________________ 3. ________________________

INTERESTS:

____Outdoors
____Scientific
____Literary
____Social Service
____Mechanical
____Persuasive
____Musical
____Numerical
____Artistic
____Clerical

NEEDS:

VALUES:

WORK ORIENTATION:

Prefers to:	____Know Exactly what is expected of me	____Have freedom of self-expression, be able to decide what is to be done.
Prefer:	____Change, Variety	____Routine
Prefer:	____Regular hours	____Flexible hours that may require evening and/or weekend
Prefer to work:	____Indoors	____Outdoors (include selling, work, social field work etc.)
Prefer:	____Precise, detailed work see the end result,	____Abstract, creative work dealing with over-all picture
Prefer to:	____Finished product	____Always feel like something more can be done
Prefer to:	____Be responsible for just my own work	____Supervise the work of others

Prefer to work Primarily with: ______People ______Data ______Things

List which needs, values, and interests you would want to be satisfied by your job and which would be more leisure activities.

GOAL WORKSHEET

1.	2.	3	4.
List furture goals (things to be accomplished) as indicated by your furture fantasies and/or obituary). Examples: marriage, children, travel, material thins, job, etc.	Beside each goal list specific things yet to be accomplished to reach goals. Example: If a car is a goal, you need money to buy it; to be a housewife, you need homemaking skills, etc	Number goals in the order in which you would like to accomplish them. Put deadline date if possible	List steps you will take in accomplishing things in No. 2

PRE-TEST
Basic Self Concept

/D/

UNIT: Self Concept

NAME________________________________

DATE________________________ AGE________________

1. What activities or work have you been involved in at home?

2. What kind of jobs have you had, if any?

3. What hobbies, sports, and recreational activities do you enjoy?

4. List in order of importance, from the above questions, things that you think (or know) you excell at.

5. What are some of your needs?

6. Things that are important to us personally are called values. What are some of your values?

7. Describe what you would consider ideal working conditions.

8. Describe a lifestyle you would enjoy.

9. What are your goals for the immediate future?

10. What are your long-range goals?

POST-TEST
Basic Self

/D/

UNIT: *Self Concept*

Part I: Goal Worksheet

Part II: Evaluate 2 careers, taking into consideration the following:

a. How will the job fulfill your interests and needs?
b. Discuss how the rewards of the job are in line with your values?
c. How will working conditions fit your temperament?
d. Does the job pay enough for you to live the way you want to live?
e. What are the job requirements-especially in terms of education. Are you willing to put forth the time and energy to meet those requirements?
f. What are the opportunities for getting a job in that field? Are there any geographical limitations?
g. Is advancement important to you? If so, what are the opportunities for advancement?

DAILY LESSON PLAN

UNIT: *Self Concept*

LESSON: *Who Am I (to be used only with high ability students)*

Suggestion: Teacher should practice this exercies with family and/or friends before doing it with students.

LEARNING ACTIVITIES:

1. Have students define their first 3 career choices-note on "Who-Am I" worksheet.
2. Have students write 10 different answers to the question "Who Am I?" on 10 different sheets of paper, Answers may be roles he plays, (ie student, friend, brother), the kind of person he is (creative, independent, aggressive), and/or things he likes or enjoys doing (music, lover, amateur mechanic). Try not to structure their answers in any particular direction-allow freedom to express whoever they are.
3. Beneath each answer have students write what they "like about being each particular thing".
4. Have students number responses from 1-10 based on [illegible]t is most to least important to them.
5. The instructor will analyze each student's responses individually or in small groups, trying to "pick up on" the student's needs, values, interests, and preferred work orientation, using the "Who Am I" worksheet to code responses and then discusses with student.
6. Have student define which needs, values, and interests he wants satisfied by his job (rather than by leisure activities).
7. Student will evaluate his career choices against the above information. (He may need more information about the careers which he could get from the Occupational Outlook Handbook, or from talking to someone employed in his field of interest.

TOOLS AND EQUIPMENT:

"Who Am I" Worksheet

SUPPLIES:

Occupational Outlook Handbook or other occupational data.
Paper ½ of 8½" x 11" sheets - 10 for each student.

VOCABULARY:

Needs
Values
Interests
Work Orientation
Change Variety
Routine
Flexible Scheduling
Outdoor work
Creative Work
Responsibility

TARGET POPULATION /H/ /D/

UNIT: Self Concept

LESSON: Getting Along With Others

BEHAVIORAL OBJECTIVES:

Upon completion of this unit the student will:

1. Define rules of acceptable behavior for this class as well as consequences for failure to follow rules decided upon and pass an oral or written test to indicate he/she is aware of all the rules and consequences decided upon.
2. Will, on an individual basis, establish a plan with the instructor to alleviate those areas of conflict with family and community he defined in the pre-test and will make a formal commitment to his plan.
3. Will pass an oral or written test on common expectations employers will have of him and what he can expect of an employer.
4. Will evaluate his own friendships as to whether they are helpful or hurtful.

CONTENT:

1. Acceptable classroom behavior.
2. Adjusting your behavior to family and community living.
3. Employer-employee expectations.
4. Evaluation of friendship.

LEARNING ACTIVITIES:

1. After showing film from Inside-Out series, i.e. Just Joking, have students define inappropriate behavior happening in this classroom. Establish rules for class by consensus. (Suggestion: let student know rules can be changed if that is the consensus later). Give an oral test to assure each student knows the rules.
2. Show film from Inside-Out series, i.e. Love, Susan. Conduct general discussion of conflicts that can arise within a family or hassles one can have with other members of the community (i.e. police, neighbors). Meet with each student regarding areas of conflict he/she defined in his/her pre-test or any others that may have occurred to him/her since. Have student make a formal commitment to the plan.
3. Each student will participate in a role-playing activity aimed at resolving one of the following situations: (students may choose the situation they prefer to role-play). Discussion will follow each dramatization.
    a. Employee discusses with employer a personal conflict with a fellow employee.
    b. Employer discusses irregular work habits with employee - i.e. tardiness; absence without notice; excessive absenteeism; negative attitude.
    c. Employee discusses benefit program and rewards he can expect in this job with his employer.
    d. Employer discusses poor workmanship due to misunderstanding of directions with employee.

TARGET POPULATION (continued)   B   D

UNIT: *Self Concept*

LESSON: *Getting Along With Others*

LEARNING ACTIVITIES:
(continued)

4. Show film from Inside-Out series - ie. I Dare You and discuss defining choices the students have been confronted with in their relationships with friend.
   On a voluntary basis, have students role-play situations from their own experiences discussed above. Allow group feedback. Have students meet individually with instructor to evaluate his own friendships as to which are helpful and which are hurtful.

RESOURCES:
2, 5, 6, 7

PRE-TEST
Self With Others

/H/ /D/

UNIT: Self Concept

Oral Interview

1. What kind of a relationship do you have with:
   a. Your parents: (Instructor should probe for areas of conflict).
   b. Your brothers and sisters:
   c. People in general (neighbors, etc.)
2. Have you ever had any problems with the police? If yes, of what nature?
3. How many close friends do you have?
4. What do your friends do to help you be the kind of person you want to be?
5. Do your friends ever influence you to do things that will get you in trouble? If so, what kind of things?
6. What are common things an employer will expect of you?
7. What are some things you can expect of an employer?
8. Give four rules you consider to be necessary in the operation of a classroom.

POST-TEST
Self With Others

/E/ /D/

UNIT: Self Concept

Oral Interview

1. How have you resolved any conflicts you had with your:
    a. Parents: ______________________
    b. Brothers and sisters: ______________________
    c. Other people (including police): ______________________

    If no conflicts exist, note NA.

2. What adjustments, if any, have you made in your friendships? ______________________

3. What are common things an employer will expect of you? ______________________

4. What are some things you can expect of an employer? ______________________

5. Score on oral test of class rules: ______________________

DAILY LESSON PLAN

UNIT: *Getting Along With Others*

LEARNING ACTIVITIES:

1. Show film, Just Joking.
2. Have students define inappropriate behavior happening in this classroom.
3. Establish rules for the class by consensus. (Suggestion: let student know that rules can be changed if there is a consensus that they should be).
4. Give an oral test to each student to assure everyone knows the rules.

TOOLS AND EQUIPMENT:

1. Inside-Out film series.
2. Projector.

SUPPLIES:

SAFETY:

VOCABULARY:

inappropriate behavior
commitment
hurtful
helpful
consensus

RESOURCE LIST

UNIT: *Self Concept*

BOOKS:

1. Life Skills Coaching Manual, Training Research and Development Station, Department of Manpower and Immigration, 1973, Prince Albert, Saskatchewan, (Modern Press, Saskatoon, Saskatchewan). Write to D. Stuart Conger.
2. Occupational Outlook Handbook, Published biyearly by the U.S. Department of Labor, available in most counseling centers.
3. Reality Therapy, William Glasser, M.D., Harper and Row, 10 E. 53rd St., New York, 22, New York. (also available in paperback).
4. Survival Kit for Teachers (and Parents), Myrtle T. and Dwane R. Collins, 1975 Goodyear Publishing Company, Inc., Pacific Palisades, California, 90272.
5. This is Earl Nightengale, Earl Nightengale, 1969, Doubleday Ferguson, J.C. Ferguson Publishing Company, Garden City, New York.
6. What Color is Your Parachute, A Practical Guide for Job Hunters and Job Changers, Richard Nelson Bolles, Published by Ten Speed Press. Box 4310, Berkley, California.

WORKBOOKS:

7. Campus Work Experience, pp. 75-81, Allen Company, 4200 Arbutus Court, Hayward, California 94542.

FILMS AND TAPES:

8. Inside-Out film series - Catalog available from Migrant Education Resource Center, 312 3rd St. South, Nampa, Idaho 467-3351 Note: only teachers completing the 10 hours in-service training may use this series.
9. On the Job, Tapes dealing with employer-employee relationships. Reading text and workbook, Stanwix House, Inc. 3020 Chartiers Ave.: Pittsburgh, Pa. 15204

INTRODUCTION

UNIT: *Life Management*

The units prepared in the area of Life Management are meant to be a broad guide for the teacher. In order to meet the needs of the students, the teacher will pick those sections which are applicable and expand the content and learning activities.

The family units included here are:

1) Mental Health
2) Dating, Establishment of Meaningful Relationships
3) Family Life
4) Community Resources

The actual skills needed to function within a home, family and community are included in the other sections of the guide and will need to be referred to when planning the Life Management course of study.

Consumer/Homemaking teachers are excellent resource people and should be called upon when planning and teaching the following lessons.

PRE/POST TEST

UNIT: *Life Management*

1) Why is it important to plan how many children you want before you begin having them?
2) Why is it important for a woman to have good health care when she is expecting a baby?
3) Who is someone you could go to for advice on planning your family?
4) Where can you go to find out about methods of birth control?
5) If you or your wife/husband doesn't get along with your in-laws, what could you do to help make things better?
6) Where could you find out how to get more education after leaving high school?
7) Why do you think some people have so much difficulty getting along with their neighbors?
8) What would you do if you lost your job and you had a family to support?
9) Do you feel each family member should have chores to do? What would happen if no one in the family did his/her chores?
10) If you think someone in a store has cheated you, but you aren't sure, where could you go for help?
11) What are some things you should feed your family every day?
12) Make a menu for breakfast, lunch and dinner for one day.
13) Make a shopping list for one week.
14) How can you make sure you are getting the best buy for your money?
15) Name some places where you could find out about available housing in your community.
16) What do you think is a reasonable monthly rent for a one-bedroom apartment? A one-bedroom house?
17) What are the necessary steps to take if you want to buy a house?
18) What will happen if you don't pay your rent every month?
19) What are some household items that can kill children if they swallow them?
20) What is the best way to keep food from spoiling?
21) What are some causes of accidents in the home?
22) Where should you have your emergency phone numbers in the house?
23) Where could you go to learn how to care for a baby?
24) What kinds of supplies will you need to buy for a new baby?
25) Why is it important to take babies and children in for regular check-ups with the doctor?

PRE/POST TEST

UNIT: *Mental Health*

1) What is personality?
2) What makes you like or dislike someone?
3) Why do you think you would be a better worker if you had a good personality?
4) If someone thinks s/he has a poor personality, what can s/he do to improve it?
5) Name some changes which have taken place in your body since you were a baby.
6) How do changes in your body affect the way you act?
7) What are some changes your body is going through right now?
8) What are some changes your body will make as you get older?
9) What are emotions?
10) How do changes in your body affect your emotions?
11) What is your conscience and what is its purpose?
12) How can a sense of humor help you on the job? At home? With your friends?
13) Who is a person to whom you could talk if you couldn't solve a problem by yourself?
14) What could you do to keep control if you feel that you are going to lose your temper?
15) If you are afraid of someone or something, what is a positive way to deal with your fear?
16) What are some constructive ways to deal with anger?
17) What is a hobby? Give some examples.
18) Can you think of any good reasons for having a hobby?
19) Name some hobbies that wouldn't cost much.
20) Name some hobbies you would be interested in having.
21) What do these words mean: respect, honesty, loyalty, patience, unselfishness? Give an example of each word.
22) Why is it important to respect a person's privacy? His property?

UNIT: *Life Management*

LESSON: *Mental Health*

BEHAVIORHAL OBJECTIVES:

The student will:

1) be able to tell what personality is and how to improve it.
2) explain bodily changes which occur during adolescence and how these affect the emotions and thinking; precautions to take to keep emotions in order.
3) define conscience and explain why one should listen to ones conscience.
4) tell the importance of cultivating a sense of humor.
5) tell some workable positive ways to deal with personal problems and emotions, to include hate, anger and fear.
6) name some inexpensive hobbies with which to become involved.
7) tell the meanings of these words and their usefulness in dealing with people: respect, honesty, loyalty, patience and unselfishness.

CONTENT:

1) Improving and developing the personality
2) Effect of bodily changes on the emotions and thought; coping with same
3) Function of conscience
4) Importance of a sense of humor
5) Dealing with emotions
6) Developing hobbies
7) Defining the following: respect, honesty, loyalty, patience and unselfishness

LEARNING ACTIVITIES:

1) Have the students look up the word "personality" in the dictionary. Discuss the meaning of the word with class members. Have them put it into their own words until they have a working definition of the word. The use of the dictionary is optional, however. Have students verbally define the word "personality" until reaching a working reference.
2) Without mentioning names, have the students tell of people they know with "good" and "bad" personalities. Help them to realize that the people with good personality characteristics are the most pleasant to be around.
3) As a class project, make a list of good personality traits; have students add to the list as they think of new traits.

LEARNING ACTIVITIES CONTINUED:

4) Have students role-play with each other, practicing good and bad personality traits. Have class members observe and verbalize their observations and feelings concerning them.
5) Invite an employer or personnel department manager to talk about the importance of a "good" personality in getting and holding a job.
6) Order teenage films from Gospel Films, Inc. These deal with the importance of good personality in getting along with others.
7) Discuss the growing process and changes which occur in achieving adulthood.
8) Show film(s) on bodily development. Discuss film(s) and what it means in relation to the students' development. Discuss how the students see physical development in others. They possibly can draw a portrait of themselves as they think others see them. Discuss hang-ups about people who appear "different" and how to deal with these hang-ups.
9) Read stories in which teenagers react negatively to others. Discuss what might have been the cause of their negative reactions and how they could have handled the situations better.
10) Discuss emotions and dealing with self-control. Role-play emotional outbursts and reactions. Describe how to cope with emotions in areas of temper, frustration, sex and elation.
11) Discuss the meaning of conscience with the students. Look the word up in the dictionary and work with the students until they have some understanding of what conscience means to them.
12) Develop stories on conscience conflicts and have students list the objectives accomplished by following ones conscience.
13) Look up "humor" in the dictionary and help students come to a personal understanding of the meaning.
14) Role-play situations where a sense of humor is helpful. Have students discuss where and how humor is involved.
15) Have students rate themselves on their own senses of humor for a week. Talk about how to improve themselves in this area.
16) Take field trips to local hobby shops and have students check on hobbies of interest to them and obtain information on cost and feasibility.
17) Develop areas of indoor and outdoor hobbies. Have parents who are involved in these areas come in to talk to students about them.
18) Develop areas where materials for hobbies can be acquired for little or no investment.
19) Discuss the following words: respect, honesty, loyalty, patience and unselfishness. Make sure each student has some working knowledge of each word.
20) Introduce stories which give examples of people exhibiting these traits or a lack of them. Discuss the characters and how they could have handled situations differently.
21) Have students rate themselves on the traits and draw up a plan for self-improvement.
22) Invite a personnel director to discuss the importance of being patient, loyal, honest, respectful and unselfish on a job.

PRE-TEST

UNIT: *Life Management*

LESSON: *Dating, Establishing Meaningful Relationships*

1) What do you think is the purpose of dating?
2) What would you like to discuss about dating?
3) What are some positive and some negative traits which help or hinder us in being able to establish meaningful relationships with others?
4) What are some common problems people have in male-female relationships?
5) What do you think are good guidelines for yourself in regard to male-female relationships?
6) How do you feel about staying single?

POST-TEST

UNIT: *Life Management*

LESSON: *Dating, Establishing Meaningful Relationships*

1) Define the purpose of dating.
2) What are some qualities you would like to develop that would enable you to feel more comfortable socially and to feel more confident and mature in establishing meaningful relationships with others?
3) How do you plan to go about establishing these qualities?
4) What did you decide was the way you wanted to work out problems you thought you might have in male-female relationships?
5) Do you see your goal as one of eventually marrying or as one of remaining single? How are you going to prepare yourself for fulfilling your role and having a satisfying life (first define what would be a satisfying life for you). What can you do to assure yourself that the basic human need for meaningful relationships will be satisfied?

UNIT: *Life Management*

LESSON: *Dating, Establishing Meaningful Relationships*

BEHAVIORAL OBJECTIVES:

Upon completion of this unit, the student will:

1) Define the purpose of dating and explain how one goes about developing the maturity needed to establish meaningful relationships with others in preparation for marriage or a single life.
2) Define responsible limits in dating for him or herself.

CONTENT:

1) Purpose of dating
2) Social maturity
3) Development of maturity necessary to establish meaningful relationships with others
4) Logical consequences as a basis for setting limits on our dating behavior
5) Being single

LEARNING ACTIVITIES:

1) Use transparency programs from Life Cycle Center (see Resources #18 and #20) or show filmstrips on dating which focus on:
    a. dating as a part of the process of developing social maturity
    b. dating as a means of developing warm, supportive human relationships
2) Have students name traits of people which s/he could find annoying on a date. Have them name traits of people which would be fun and interesting on a date. Have students divide into groups of 3-4 to plan and to role-play situations illustrating traits such as having a genuine interest in other people, being interested in things yourself, being able to empathize with other people and to accept and to respect differences in people, etc., can contribute to making one an enjoyable person to be with.
3) Separate the class into groups of all girls and all boys. Have each group develop a list of:
    a. "What I like most about being a woman(girl)/man(boy)"
    b. "What I like most about men(boys)/women(girls)"
   Compare and discuss male and female likes and dislikes. Are they complemenatry, similiar, dissimiliar, etc.?
4) Ask several students to serve on a panel to discuss the use of drugs and alcohol by teenagers. Allow other students to question and challenge their viewpoints. Stay out of the discussion and encourage the students to speak candidly. The next day invite someone who relates well with with from the Substance Abuse Division of the Department of Health and Welfare to discuss drugs and alcohol from the viewpoint of one who works with those people who cannot handle the realities of their lives and who, therefore, abuse these substances as a means of coping.

LEARNING ACTIVITIES CONTINUED:

5) Cut out questions from Ann Landers, Dear Abby and Ellen Peck that relate to relationships between the sexes. Look especially for any that deal with the logical consequences of failure to act responsibly. Have students suggest responsible ways of dealing with those consequences.
6) Have students define individually (on paper or in conversation with the instructor) problem areas or potential areas they see for themselves in establishing meaningful relationships with members of the opposite sex. Have them consider responsible ways of coping with these problems.
7) Have students list words andphrases referring to unmarried women.To unmarried men. Discuss stereotypes regarding the single state and real reasons why people remain or become single.
8) Have students pretend marriage is NOT a viable alternative for them and have them plan their future, emphasizing how they would go about meeting the basic human need for meaningful, supportive human relationships.

RESOURCES

#18
#20

TARGET POPULATION /D/ /E/

UNIT: *Life Management*

LESSON: *Family Life*

BEHAVIORAL OBJECTIVES:

1) Student will tell 3 ways to find suitable housing.
2) Student will plan menus for 3 days and shopping lists for 3 weeks.
3) Student will show knowledge of how to deal with in-laws, neighbors, employers, merchants, creditors and family duties through role-playing, case studies and group discussion.
4) Student will give 3 reasons why planned parenthood is important in marriage.
5) Student will demonstrate and give examples of acceptable baby and child care methods.
6) Student will describe good accident prevention steps and first aid procedure in the home.

CONTENT:

1) Finding suitable housing
2) Shopping and planning meals
3) Daily living skills: dealing with in-laws, neighbors, children, employers, creditors, family duties
4) Planned parenthood and pre-natal care
5) Baby and child care
6) Accident prevention and first aid

LEARNING ACTIVITIES:

1) Discuss where to find available housing: Chamber of Commerce, Want ads, real estate offices, etc.
2) Visit some housing and check for necessary living space, cost to budget, location to job and available local services.
3) Visit local furniture and appliance outlets and check on costs in relation to budget.
4) Discuss responsibilities of home renting or owning such as utilities, grounds, prompt payments.
5) Have a real estate broker talk about renting or purchasing a house or an apartment, what steps are necessary and what are the responsibilities involved.
6) Discuss four basic food groups. Make sample lists of each group.
7) Show chart on individual daily needs from each group.
8) Draw up sample budgets and have students make weekly shopping lists from ads in newspapers. Visit several food stores and practice comparison shopping and services.
9) Have students practice making menus for breakfast, lunch and dinner by the day and by the week. See Food & Nutrition Section for additional activities.
10) Invite a marriage or family counselor to discuss ways of dealing with with neighbors, in-laws, child disciplining and family members.
11) Make sample lists of areas of cooperation within the family, a breakdown of household chores and how they can be handled by different

members of the family unit.

12) Discuss where to go for assistance if the main provider of the family is out of work. Bring out ways to deal with the frustration one feels when losing a job. Explore areas in the community of available adult education for possible job betterment.
13) With the students' help make a list of places they might go for a vacation or inexpensive activities in which they might participate during their vacations.
14) Discuss places available to receive help if one feels a merchant or agent is taking advantage of price or selling inferior merchandise.
15) Define the following: planned parenthood, pre-natal care, birth control. Students must understand terms as fully as possible.
16) Invite a person from planned parenthood or family services agencies to talk about the importance of family planning and places young people can go for help when they are in the process of getting married.
17) Invite a doctor or public health nurse to discuss various means of birth control. This would be an approoriate time to introduce the reproductive system. If a nurse is available to give the entire course, this might be preferable to the teacher giving it. If a nurse is not available, the instructor should present the reproductive system with the aid of films.
18) Invite a public health nurse to discuss the importance of good pre-natal care. Students should be aware of free clinics in the area.
19) Older students who are contemplating marriage could be encouraged to attend classes for prospective parents which are usually offered at hospitals and clinics.
20) Show films on family planning and pre-natal care. Test the students' knowledge to see if they have a firm grasp of the main points. This should be a verbal test.
21) Bring examples of supplies which are needed for a new baby. Discuss keeping items within the budget and as simple as possible.
22) Invite an obstetrician to speak on the classes available for expectant parents, the content and the importance in successful parenthood.
23) Discuss the importance of cleanliness of the home when a new baby is expected.
24) Give the students a sample schedule for infant feeding. Give them an idea of what they can expect the baby to be eating at various ages. Stress the importance of following the doctor's instructions in regard to feeding and keeping all appointments with the doctor.
25) Have a nurse demonstrate the proper way to bathe a baby. Students can practice with a large doll.
26) Discuss the best types of clothing and blankets, room temperatures and how to determine if a baby is too warm or too cold.
27) Have a nurse discuss sickness and the handling of same in relation to the baby.
28) Discuss the crucial relationship between social and emotional growth, the need for talking to the baby, playing with it and being sure the baby receives ample exercise.

LEARNING ACTIVITIES CONTINUED

29) Discuss what physical and emotional changes to expect as the child grows. Bring out ways of dealing with problems of discipline. The student should be aware of where advice on coping with the frustrations of a baby or child is available.
30) Sign up students for standard first aid course with the local Red Cross chapter or with the YMCA (see Living Skills, Pre-First Aid).
31) Discuss storage of poisonous substances in the home. Discuss precautions to avoid food poisoning.
32) Discuss accidents in the home and steps which can be taken to avoid them. Include such topics as fire, slick floors, loose carpets, stairs, broken glass, electrical wiring, cluttered floors and sharp utensils.
33) Make a list of emergency phone numbers to be kept near the phone. Include the numbers of the Fire Department, Police Department, Ambulance, doctor, hospital, nearby friends and neighbors.
34) Show home safety films and discuss the application of what they see in the home.

RESOURCES

#17
#16
2
1
#19
9, Part II
#23
#14
#22, pp. 179-189
7

PRE/POST TEST

UNIT: *Life Management*

LESSON: *Community Resources*

1) Name 3 places in your community where you could go for free entertainment.
2) Why do you think it's important to have some fun after working all day?
3) What type of community organization would you be interested in joining?
4) Name some clubs in your community/
5) What are some good reasons for joining community organizations?
6) Name some community workers that you know of.
7) Why do we need the services of these community workers?
8) Who would you call if you had a problem with your plumbing?
9) Who would you go to if your car broke down?
10) If you had a toothache, you would need to see a _____________.
11) If your electric beater didn't work, you would call a _____________.
12) What are some services in your community which you do not have to pay for?
13) Where could you get medical services if you had little or no money?
14) Who pays for the services of the Fire Department and the Police Department?
15) Where does the community get money to pay for public services?
16) What are some things you must pay taxes on in your community?
17) Who makes the laws in your community?
18) Who votes on the laws in your community?

UNIT: *Life Management*

LESSON: *Community Resources*

BEHAVIORAL OBJECTIVES:

Upon completion of this unit, the student will:

1) Demonstrate knowledge of leisure time activities by telling of 6 such activities in which s/he could participate.
2) Show that s/he is aware of community and service organizations by naming 4 which exist in the area
3) Tell the function of and how to obtain the services of 3 types of specified community workers.
4) Show that s/he has some knowledge of public services by naming the major ones in the community and giving their function (specify the number).

CONTENT:

1) Leisure time activities
2) Community and service organizations
3) Function of and how to obtain services of community workers
4) Public services
5) Community government

LEARNING ACTIVITIES:

1) Invite the director of the local community center to talk about what leisure-time activities are available at the center, such as swimming, ping-pong, pool, shuffle board, etc.
2) Visit the community center and any other available recreation center in the area. If possible, help the students to become interested in some of the activities, such as ping-pong.
3) Make a list on the board of all available recreation activities in the area and approximate prices to participate in them.
4) Discuss budgets and how to fit recreation into the budget; discuss the importance pf choosing low-priced recreation that will not ruin the monthly budget.
5) Discuss the therapeutic value of recreation, even if it is merely going for a walk or on a picnic.
6) Order free film from State Departments of Recreation and help students become informed of possible places to vacation.
7) Invite the Director of the Department of Health and Welfare to discuss recreation programs which the department makes available.

LEARNING ACTIVITIES CONTINUED:

8) If your students come from different cultural groups, you might have them discuss recreational activities of their community with the rest of the class, e.g., most reservations have well-developed recreation programs on a year-round basis; migrant labor camps often have teatro groups in which the people of the camp act, sing, etc.
9) Invite a person from the Chamber of Commerce to present a list of the types of organizations in the community, what each does, when it meets, how much it costs to join, etc.
10) Ask someone from a large church in the area to talk about the types of activities offered by churches, especially for young people. Emphasize that different churches offer different activities, but that most of them have the basic ones.
11) Make a list of other clubs in which the students have an interest, such as gun clubs, motorcycle clubs, quilting clubs. Encourage students to find out which of these clubs are available in the community. Help them use the Yellow Pages to look for these clubs.
12) Make as complete a list as possible of workers in the local community. Discuss with the students the services which each worker performs, where this person is located and how to locate the person in the phone book. Include: gas station operators, hair dressers, mail carriers, dentists, secretaries, brick layers, ministers (priest, rabbi), newspaper carriers, plumbers, waitresses, shopkeepers, policemen, firemen, doctors, lawyers, nurses, truck drivers, painters, cooks, taxi drivers, milk deliverymen, electricians, barbers, bankers, mechanics, welders, laundry operators, carpenters, sales clerks, baby sitters, etc.,
13) Show films on the roles of community workers.
14) Make a list of services which are provided by the community. Include: fire protection, police protection, library services, schools, health clinics, migrant councils, street repair, parks and swimming pools.
15) Discuss in detail what services are available in your community and what cost, if any, there is for activities such as swimming.
16) Inform students how these services are supported by such taxes as income, sales and property.
17) Study the type of government at work in your community (include tribal government if there are Indian students in your class). Go over the structure of this government with the students. If possible, visit a school board meeting or a council meeting so that students can see the government in action.
18) Have students list what they consider to be the duties of a good citizen and relate that to having their community government meet their needs.
19) Invite someone like a county clerk to discuss voting procedures especially if voting machines are in use.

RESOURCES

#22 pp. 197-202
#12
6
#15
#23, Unit II
#24
4

RESOURCE LIST

BOOKS

1) Child Growth and Development, Elizabeth B. Hurlock, Ph.d., Webster Division, McGraw-Hill Book Company, San Francisco, California
2) Family Life, Helen Prevo (book and workbooks), Frank E. Richards Publishing Company, Inc., Phoenix, New York 13135
3) I like Me, Mafex Associates, Inc., 111 Barron Avenue, Johnstown, Pennsylvania 15906
4) Life Today, V.K. Williams, Mafex Associates, Inc., 111 Barron Avenue, Johnstown, Pennsylvania 15906
5) You (textbook and workbook), Frank E. Richards Company, Phoenix, New York
6) World of Work, Kimball and Vineyard, McKnight and McKnight Publishing Company, Bloomington, Illinois

PAMPHLETS

7) Vocational Training Program for Child Care Aide, Home Economics Department, 881 Pinecrest Drive, Ferndale, Michigan 48220

WORKBOOKS

8) About You, Science Research Associates, Chicao, Illinois
9) Better Living, Gary D. Lawson Book Company, Elk Grove Unified School District, Elk Grove, California
10) Discovering Yourself, Science Research Associates, Chicago, Illinois
11) Emotional Problems of Growing Up, Science Research Associates, Chicago, Illinois
12) Guide to the Community, Vol. III, Blwyn Institute, Blwyn, Pennsylvania 19063
13) Good Work Habits, Mafex Associates, Inc., 111 Barron Avenue, Johnstown, Pennsylvania15906
14) I like Me, Mafex Associates, Inc., 111 Barron Avenue, Johnstown, Pennsylvania 15906
15) In your Community, Book 2, Fearon Publishers, Palo Alto, California
16) Planning Meals and Shopping, Ann Weaver, Fearon Publishers/Lear Siegler, Inc., 6 Davis Avenue, Belmont, California 94002
17) Safe and Sound, Gary D. Lawson, Gary D. Lawson Book Company, Elk Grove Unified School District, Elk Grove, California. This workbook is excellent for teaching this unit. Try to obtain it if possible. The cost is about $2.00 per wookbook.

AUDIO-VISUAL MATERIAL

18) And a Time for Choice (secondary level). Features a college sophomore's story of herself.Looking back on her adolescence, she recalls her feelings of awkardness as a young girl and her slow, sometimes painful, development as an individual. She evaluates relationships with women and men, growing responsibility for her personal lifestyle and future opportunities and decisions. Obtain from: The Life Cycle Center,
Kimberly-Clark Corp.
P.O. Box 9146
St Paul, Minn. 55195 ($19.95)

AUDIO-VISUAL MATERIAL CONTINUED

19) First Aid Manual and Films. Obtain from local Red Cross.
20) The Me I Want To Be (prepared for elementary level). Spotlights one ninth-grader's story of her attitudes toward growing up and becoming a woman. In this highly-personal narration, a fourteen-year-old girl discusses her changing attitudes toward her family, her friends and herself. She explores her physical and emotional development, and she looks at her future choices with honest anxiety but growing self-confidence.

OTHER MATERIALS AND SOURCES

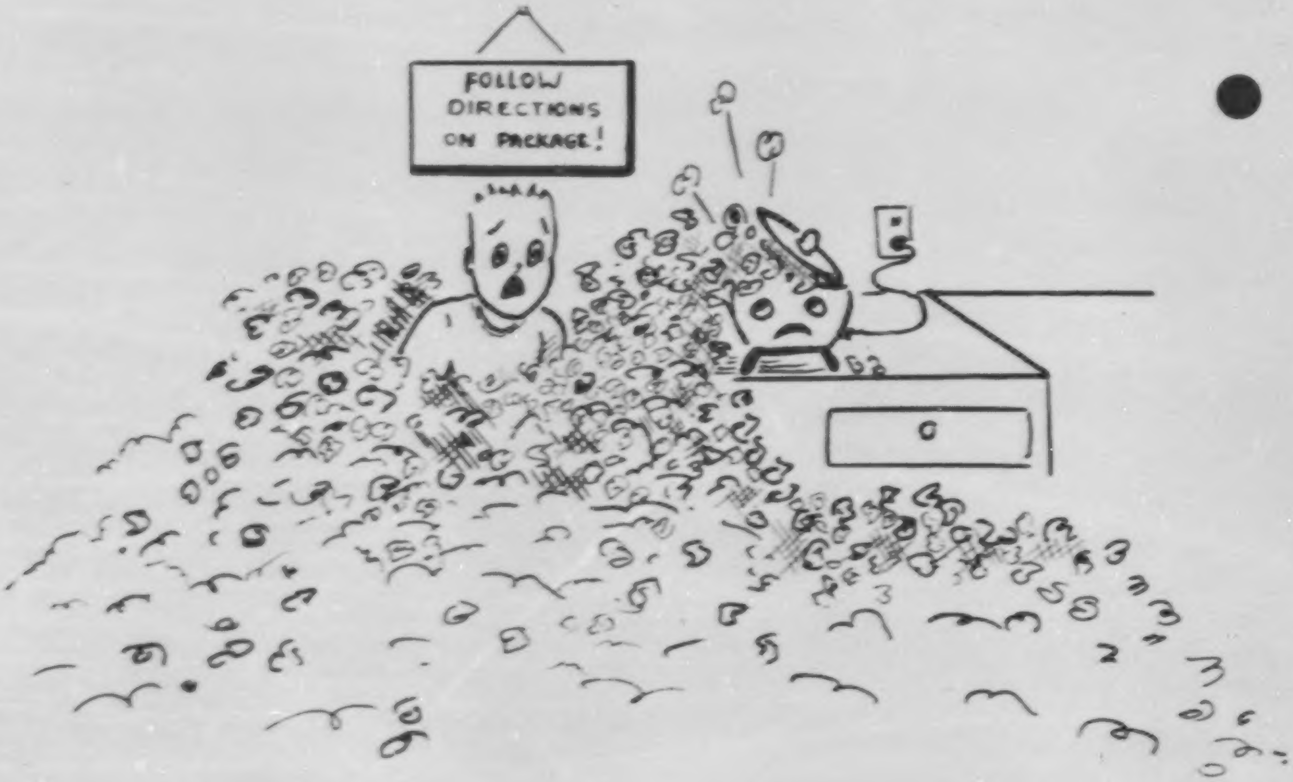
21) Introduction to Vocations for Educable Mentally Retarded, State of New Jersey Department of Education, Division of Vocational Education, Trenton, New Jersey 08625
22) REACH curriculum from Supervisor, Special Needs Vocational Education, 506 North 5th Street, Boise, Idaho 83720
23) Social and Community Skills: A Curriculum Guide for the Handicapped, College of Human Development, Pennsylvania State University, University Park, Pennsylvania 16802
24) The Slow Learning Program in the Elementary and Secondary Schools, Cincinnati Public Schools, Cincinnati, Ohio

INTRODUCTION

UNIT: *Foods and Nutrition*

This unit covers a very wide scope of information and it may be necessary for the teacher to make it more elementary or more complicated depending on the experiences of the students. Many students in Special Education spend several years in one program. In this unit repetition, which is so important for the slow student, can easily be utilized by changing recipes and projects. This way the use of methods, equipment, and utensils can be reinforced with a pleasing result for the student.

Since these lessons are almost completely activity lessons, the only change for handicapped students would be the use of picture lists and recipes instead of written. The pre-tests and post-tests are continious and are carried on throughout the unit. Most of these lessons can be completed by the student during one class period.



PRE-TEST - POST-TEST

UNIT: Foods and Nutrition

1. Describe what is meant by personal cleanliness as it applies to food preparation, giving consideration to hair, hands, nails, clothing, and general health.

2. Explain the use or operation of these utensils and appliances.
   a. Rubber scraper
   b. Vegetable peeler
   c. Pancake turner
   d. Electric mixer
   e. Liquid measuring cup
   f. Spatula
   g. Electric griddle
   h. Double-boiler
   i. Collander
   j. Can opener—electric or hand

3. Show knowledge of range by following these directions:
   a. Turn right front burner on high
   b. Turn left rear burner on simmer
   c. Turn right rear burner to medium
   d. Turn oven to 350 degrees
   e. Turn left front burner on medium
   f. Turn on broiler
   g. Set range timer on 15 minutes
   h. If the range is self-cleaning, set the range correctly for self-cleaning operation.

4. Show knowledge of storage by putting these items away correctly:
   a. Milk
   b. Frozen TV Dinner
   c. Flour
   d. Salt
   e. Mayonnaise
   f. Frozen orange juice
   g. Ice Cream
   h. Lettuce

5. The student will wash a stack of dirty dishes:
   a. Preparing them by cleaning and scraping and stacking in order
   b. Prepare wash water and rinse water--hot water and enough soap
   c. Dry dishes--air dry or towel dry
   d. Put dishes away

6. Wash dishes with electric diswasher (if available)
   a. Stack dishes
   b. Put in dishwasher
   c. Put detergent in washer
   d. Connect if portable
   e. Set and turn on
   f. Put dishes away

7. Prepare this recipe (picture or written, with difficulty depending on student).

PRE-TEST - POST-TEST (CONTINUED)

UNIT: *Foods and Nutrition*

8. Place these food in the proper food group:

a. Milk	e. Fish
b. Lettuce	f. Apples
c. Bread	g. Ice cream
d. Hamburger	h. Cereal

9. Using pictures of food, plan a day's balanced menu.
10. Which product is the best buy: (Use two boxes of cereal, two cans of fruit, two cans of Tuna and two boxes of soap). (This can be and variety you choose).
11. Set the table using placemat, knife, fork, spoon, cup and saucer, plate, napkin, and water glass.

SAMPLE: DAILY LESSON PLAN

UNIT: *Foods and Nutrition*

LESSON: *Using Electric Dishwasher*

LEARNING ACTIVITIES:
Discuss advantages of electric dishwasher
Demonstrate correct ways to put dishes in dishwasher
Practice putting dishes in dishwasher
Study detergent label
Put soap in dishwasher
Connect portable dishwasher to sink
Set controls and start dishwasher

TOOLS AND EQUIPMENT:
Electric Dishwasher
Dirty dishes

SUPPLIES:
Dishwasher Detergent
Water softener if used

SAFETY:
Store sharp items in dishwasher so they won't stick out and cut someone.
Careful use of detergent.
Hands dry when machine is plugged into socket.
Danger of burns from hot dishes and hot water.

VOCABULARY:
1. Detergent
2. Water Softener
3. Dispenser
4. Rack

MATH:
Adding detergent
Water softener if used

TARGET POPULATION /E/ /D/

UNIT: *Foods and Nutrition*

LESSON: *Personal Cleanliness*

BEHAVIORAL OBJECTIVES:

The student will state four areas of personal cleanliness necessary for service to include:

1. Hand, nails, and body
2. Clothes
3. Hair care
4. Care of communiable disease

CONTENT:

Health regulations for persons working with food.

Correct methods to clean hands, nails, hair, body, and clothing.

Diseases and how they affect Food Service Workers.

LEARNING ACTIVITIES:

1. Field trip to kitchen and food service area of hospital or other similar institution.
2. Use of Personal Cleanliness Checklist.
3. Speaker from Health Department to show (with cultures) and explain about germs and how they grow.
4. Practice washing hands using nail brush.
5. Wash hair.
6. Film on bathing - how to, how often, and why.

RESOURCES:

PERSONAL CLEANLINESS CHECKLIST

(Evaluate Each Student Prior To Admittance To Food Lab)

Student's Name____________________

Date____________________

	Yes	No	Faulty Area Corrected
1. Hair: Neatly combed, secured away from face.			
2. Hands/Nails: Hands scrubbed to mid-forearm. Knuckles clean. Nails shaped. Nail polish, if any, in good repair.			
3. Clothes and Apron: Clean and pressed.			
4. General Health: Satisfactory.			

TARGET POPULATION /E/ /D/

UNTIS: *Foods and Nutrition*

LESSON: *Cooking Utensils and Small Appliances (picture or written)*

BEHAVIORAL OBJECTIVES:

From a list of 10 basic cooking utensils and electric appliances, the student will demonstrate correct use according to the food being prepared and the manufacturers directions.

CONTENT:

1. Use manufacturer's directions to determine correct and safe use of electrical appliances.
2. Correct use of basic cooking utensils.
3. Measurement.

LEARNING ACTIVITIES:

1. Speaker from appliance store.
2. Role playing appliance or cooking utensil salesman.
3. Lab work with utensils and appliances.
4. Field trip to appliance store and to cooking utensil section of store.
5. Lab work on measuring (use measuring cups and spoons-filling with water to learn combinations, 3/4, 2/3, etc.)
6. Experiments showing differences in results when cup and spoon are confused, (example: 1/4 cup flour, 1 tablespoon of water gives different result than 1 cup of water).
7. Students learn how to use utensil or appliance and then instruct each other (this reinforces learning and is very popular with students).
8. Students could play game similar to spelling bee by explaining use of cooking utensils.

RESOURCES:

2, 11, 12, 13

TARGET POPULATION D

UNIT: *Foods and Nutrition*

LESSON: *Use of Range*

BEHAVIORAL OBJECTIVES:
The student will use and clean the range according to manufacturer's directions.

CONTENT:
Explain and demonstrate
a. Temperature control
b. Bake-broil control
c. Placement of oven racks
d. Broiling
e. Use of minute timer
f. Safety in using the oven
g. Use of different oven cleaning agents.

LEARNING ACTIVITIES:
1. Lab work using different methods of cooking, (bake, broil, top of stove-fry, boil).
2. Speaker from appliance store.
3. Field trip to appliance store.
4. Set stove and surface units at different settings as listed in worksheet.
5. Discuss utensils used for different types of cooking.
6. Review series of recipes and determine type of cooking.
7. Using manufacturers directions help students
    a. Clean oven
        1. Remove racks
        2. Lift or remove lower heating coil
        3. Properly use oven cleaner spray
    b. Clean drip pans
        1. Remove or lift surface unit
        2. Remove and clean drip pan
        3. Line drip pan with foil (optional)
    c. Clean storage drawer
    d. Polish exterior with spray cleaning wax.

RESOURCES:
4, 11, 13, 15

TARGET POPULATION /E/ /N/

UNIT: *Foods and Nutrition*

LESSON: Storage

BEHAVIORAL OBJECTIVES:
Given 10 food items, the student will store them in refrigerator, freezer, or on shelf as needed.

CONTENT:
1. Proper storage of perishable items.
2. Storage of frozen items.
3. Storage of shelf items for easiest assessability.
4. Care of leftovers.

LEARNING ACTIVITIES:
1. Field trip to grocery store.
2. Experiment with food spoilage, effect of freezing on foods that should not be frozen, (lettuce, etc.).
3. Speaker from health department.
4. Use empty food containers to practice storing items.
5. Demonstrate correct method of wrapping leftovers for storage: aluminum foil, plastic wrap, plastic bag.
6. Experiment with leftovers covered and uncovered
    a. odors
    b. moisture
    c. effect of air on different products

RESOURCES:
1, 2

TARGET POPULATION /H/ /D/

UNIT: Foods and Nutrition

LESSON: Refrigerator

BEHAVIORAL OBJECTIVES:
The student will clean and defrost the refrigerator according to manufacturers directions.

CONTENT:
Correct use of various sections of refrigerator.
Various products to be used to clean interior and exterior of regrigerator.

LEARNING ACTIVITIES:
1. Speaker from health department.
2. Defrost refrigerator.
3. Clean interior of refrigerator - baking soda and water.
4. Field trip to appliance store to check where controls are located on different makes of refrigerators and differences in frost free, water, ice dispensers, and other special features.
5. Students can make ice cubes or frozen kool-aid cubes in ice cube trays (use piece of plastic wrap to hold tooth-picks upright for sticks).
6. Students make simple refrigerator dessert.
7. Clean and wax exterior of refrigerator (use wax specified for this purpose).

RESOURCES:
4, 11, 14

TARGET POPULATION E D

UNIT: *Foods and Nutrition*

LESSON: *Dishwashing*

BEHAVIORAL OBJECTIVES:
The student will demonstrate the correct way to wash dishes by hand and if available use an electric dishwasher according to manufacturer's directions.

CONTENT:
Procedure of washing dishes by hand
a. Preparation
b. Stacking dishes in order to be washed
c. Preparing wash water and rinse water
d. Drying dishes - air dry, towel dry
Use of manufacturer's directions on use of dishwasher.
Use and care of electric garbage disposal.

LEARNING ACTIVITIES:
1. Wash dishes
    a. By hand
    b. With dishwasher
2. Discussion using manufacturer's directions.
3. Prepare kitchen clean-up check list to be used with all food preparation.
4. Field trip to see commercial dishwasher in operation.
5. Demonstration or examples of pieces of kitchen ware not dishwasher proof and those that are only safe on rack.
6. Demonstration and discussion of dishwasher detergent
    a. Very caustic - damages and precautions
    b. Regular dishwashing soap can not be substituted.
7. Discuss materials that can be put through disposal and those that can not.
8. Discuss safety precautions
    a. Use wooden spoon (etc.), and never fingers to push garbage into disposal.
    b. Put cover over disposal before operating.

RESOURCES:
2, 13, 15

TARGET POPULATION /H/ /D/

UNIT: *Foods and Nutrition*

LESSON: *Recipes*

BEHAVIORAL OBJECTIVES:

The student will take a recipe and break it down into ingredients needed, utensils needed, and methods of preparation.

CONTENT:

1. Knowledge of common cooking ingredients.
2. Know use of common cooking utensils and be able to use them.
3. Different methods of food preparation.

LEARNING ACTIVITIES:

1. Preparing recipes starting with only a few ingredients and working up to recipes with increasing difficulty.
2. Make a file of recipes that students can copy and take home to use.
3. Students can divide into groups and take orders from other students from selected list of food (such as pancakes, eggs, toast, juice).
4. Lab work to illustrate action terms such as mix, bake, blend, chop, brown.
5. Discuss and practice abbreviations commonly used in recipes.
6. From a list of foods, student chooses items that would qualify for gifts of food and give justifiable reasons for his/her choices, practice wrapping items and then prepare food.
    1. easy to carry
    2. good keeping qualities (without refrigeration)
    3. easy to wrap

RESOURCES:

2, 6, 7, 8, 9, 13

TARGET POPULATION E D

UNIT: *Foods and Nutrition*

LESSON: *Nutrition*

BEHAVIORAL OBJECTIVES:
Given a list or pictures of food, the student will be able to place each item in the correct food group.

CONTENT:
1. Knowledge of the basic four food groups.
2. Study why different foods are needed by the body.

LEARNING ACTIVITIES:
1. Have student write menu for light breakfast and medium breakfast, light lunch and medium lunch using basic four.
2. Acquire sample menus from restaurants; have student choose food for one day's diet to meet required number of serving on Basic Four.
3. Cut pictures from magazines and put in food groups - make notebook.
4. Students can tell what they have eaten in the past 24 hours to see if they have balanced diet.
5. Have each student decide on a nutritious snack and be able to tell why it is nutritious (what food groups). Decide on several snacks and have students prepare them for the rest of the class.
6. Set out group of colorful pictures representing each of Basic Four Food Groups, (at least three different foods from each group). Instruct the student to arrange these foods in four groups. Discuss why foods are in the different groups.
7. Plan and prepare various packed lunches for the working person or student. (These could be used on a field trip - students can decide on menu for all to prepare).
8. Basic 4 - bingo game.

RESOURCES:
1, 2, 3, 5, 11, 15

TARGET POPULATION /H/ /D/

UNIT: *Foods and Nutrition*

LESSON: *Shopping for and preparing a meal*

BEHAVIORAL OBJECTIVES:
The student will plan and purchase food for a nutritionally balanced meal for four persons.

CONTENT:
1. Basic Four
2. Variety of foods to supply same nutritional value.
3. Wise buying, size of containers, weight and contents of packages.
4. Use of cookbook.

LEARNING ACTIVITIES:
1. Use newspaper to check prices and specials.
2. Field trip to grocery store.
3. Discuss and practice food preparation to insure each is served at most desirable temperature for the product.
4. Make grocery list of needed supplies.
5. Go to store and purchase supplies.
6. Set up store using empty containers.
7. Select items at store that provide best buy for money spent, (size of container, price, content, name brand vs. local brands).
8. Take inventory of supplies on hand so that unnecessary buying does not result.
9. Slower students enjoy going to different grocery stores, dividing into fairly small groups and making a game of locating different products, (frozen juice, milk, cookies, apples, cereal, etc). You don't need to buy the items, but just be aware of locations. If this can be done in the store near the students home, he will be able to help when he shops with his family.

RESOURCES:
1, 2, 6, 7, 13, 15, 16

TARGET POPULATION /H/ /D/

UNIT: *Foods and Nutrition*

LESSON: *Table Setting and Serving*

BEHAVIORAL OBJECTIVES:
Student will correctly set a table for four and serve the food correctly without spillage.

CONTENT:
In corporate correct procedures for serving meal:
1. Arrangement of food on plate
2. Choosing appropriate serving pieces according to size, use, etc.
3. Keeping hot foods hot; cold foods cold, etc.

Variety of ways to make table attractive.
Table manners.

LEARNING ACTIVITIES:
1. Practice setting table and serving other members of class.
2. Find pictures of placesettings in magazines.
3. Demonstrate how color can make food more appealing.
4. Make centerpieces from available objects - dried weeds, flowers, etc.
5. Field trip to see table settings in department store.
6. Divide the group and illustrate different mistakes often made when setting the table or serving.

RESOURCES:
1, 2, 5, 13

RESOURCE LIST

BOOKS AND PAMPHLETS

1) Young Living, Namalee Clayton, Charles A. Bennett Company, Inc., 1970
2) First Foods, Marion L. Gronan, June C. Atwood, Charles A. Bennett Company, Inc., 1971
3) "Mulligan Stew", National 4-H Service Committee, U.S. Department of Agriculture
4) "Cleaning Tips for Kitchen, Laundry and Bathroom", Porcelain Enamel Institute
5) Steps in Home Living, Florence M. Reiff, Charles A. Bennett Company, Inc., 1971

COOKBOOKS

6) Better Homes and Gardens Cook Book
7) Betty Crocker Cook Book
8) First Performance Cook Book, U. and I. Sugar Company
9) Good and Easy Cook Book
10) A Special Picture Cook Book, Freida Reed Steed, distributed by Edmark Associates, 13249 Northrup Way, Bellevue, Washington 98005

WORKBOOKS

11) The Homemakers' Guide, Division of Special Education, Cincinnatti Public Schools
12) Sue Learns About the Use of Measurements in Cooking, Carol Shenk, Frank E. Richards Publishing Company, 1971
13) Getting Ready To Cook, Ann A. Weaver, Fearon Publishers, Lear Siegler, Inc., 1974

AUDIO-VISUAL

14) Dial Soap Industry, Armour-Dial, Phoenix, Arizona 85077

OTHER MATERIALS

15) Manufacturer's direction manuals
16) "How To Buy Eggs"
"How To Buy Cheese"
"How To Buy Fresh Fruit"
"How To Buy Beef Roasts, Poultry, Beef Steaks and Lamb"
U.S. Department of Agriculture, County Extension Office
17) Basic 4 Bingo
18) Pop'n Swap, Pillsbury Company

INTRODUCTION

UNIT: *Clothing*

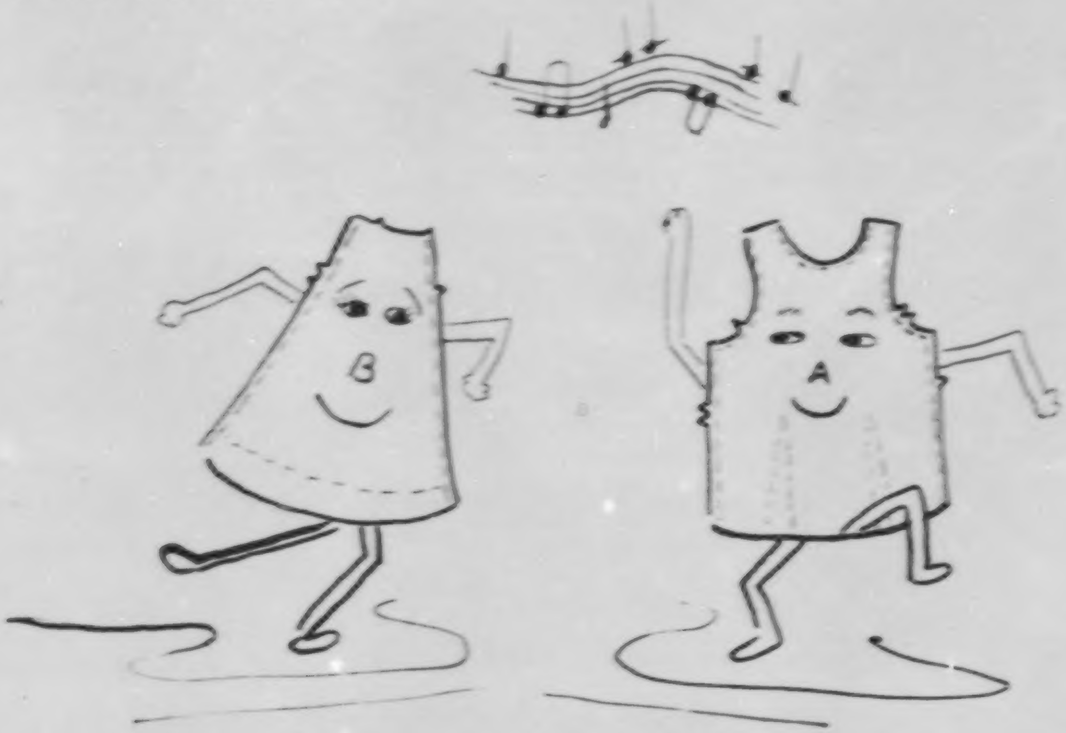
The unit on clothing has two major divisions. The first section, Clothing Selection, is written with the belief that the students should gain skills in selecting clothing that will provide the maximum wear with the least care and expense.

The second section, Clothing Care, aims to give the students the basic skills to make minor repairs either by hand or by machine.

The lesson on Keeping Clothes Clean will acquaint the students with both home and coin-operated laundry facilities.

The learning activities can be used for both handicapped and disadvantaged students. Most of the activities are actual hands-on experiences.

The family should be involved whenever possible. Not only will the students' behavior be changing, but, in many instances, that of the parents and families will, too.



PRE/POST TEST

UNIT: *Clothing Selection*

1) What is an "inventory"?
2) How many items of clothing do you have?
3) Of these items of clothing, which do you seldom wear?
4) Give the student 20 pictures of garments and ask him/her to sort them into categories of school and leisure activity clothes.
5) Which of these would be best to wear when you play volleyball? (Show 5 pictures; student will select 3)
6) What line would make a thin person look heavier?
7) Shown a picture of a garment, student will answer these questions:

    a. Where is the most pull?
    b. Would it stay tucked into pants?
    c. Where might there be an extra layer of fabric?
    d. Where should it be reinforced by extra stitching?

8) Show 2 garments, one well-made and one poorly-made. Student must determine which is better and why.
9) Give several examples of garments and ask what care would be necessary for each.
10) Show 2 blouses or shirts, one of cotton and one of polyester. Student must determine which is which without reading labels. Then student will decide:

    a. which will snag more easily
    b. which will wrinkly more easily
    c. which is best for warm weather, which is best for cold weather

11) Students will tell or write where they buy their clothes and give their reasons for choosing that particular store.
12) When do local stores have the best sales?
13) What is a shopping list?
14) What is "planned buying"?
15) What is "impulse buying"?

The test should be read to handicapped students and pictures or real objects should be utilized to test students' knowledge.

The test could be made more effective for disadvantaged students by converting questions to multiple choice form.

SAMPLE: DAILY LESSON PLAN

UNIT: *Clothing Selection*

LESSON: *Clothing Inventory*

LEARNING ACTIVITIES:

1) Give a home assignment to fill out an inventory sheet. This may require a home visit or a telephone call to request parents' help.

TOOLS AND EQUIPMENT:

Overhead projector

SUPPLIES:

Wall chart of an inventory sheet
Transparencies of an inventory sheet

SAFETY:

Uncluttered closets
Reaching high places

VOCABULARY:

usable
repair
remade
recycle
Goodwill Store
dress
skirt
blouse
sweater
jumper
underclothes
slacks
sleepwear
shoes
jacket
shoes
footwear
suit
pants
coat

TARGET POPULATION E D

UNIT: *Clothing Selection*

LESSON: *Clothing Inventory, Needs and Selection*

BEHAVIORAL OBJECTIVES:

The student will:

1) take an inventory of his/her entire wardrobe and evaluate it according to preferences and frequency of wear.
2) evaluate and assess wardrobe list according to his/her use of clothing.
3) plan and select a basic wardrobe that satisfies him/her by applying the art principles (teacher should keep buymanship foremost in mind).

CONTENT:

1) Term "inventory"
2) Clothing inventory
3) Activities in which student can participate
4) Activities which relate to clothing
5) Evaluate wardrobe
6) Color, line, design, texture, body type

LEARNING ACTIVITIES:

1) Using a check sheet, the student will take an inventory of his/her wardrobe (see sample sheet inserted with resources).
2) The students will bring to class clothing which they do not wear and disucss the reasons with classmates (keep clothing for further use).
    a. discarding
    b. making over
    c. giving away or trading
    d. selling
3) Hold a rummage sale of clothing which owners cannot reuse for one reason or another.
4) Students will brainstorm activities in which they are involved and teacher will list on an overhead projector. From this list (pictures can be used, too), students will pick activities s/he is personally involved in, e.g. activities related to school, home, community, leisure time and work.
5) Using the inventory list, students will select items which can be coordinated. The student could select an item and coordinate it with an item to be purchased or obtained in another fashion.
6) Identify line, texture, etc., on clothing, furniture, decor, etc., in the classroom.
7) From pictures, students will identify their own body builds.
8) Divided into groups, students will decide what line, color, design and texture is best for them. Use paper scraps for fabric samples for color, design and texture. Use figure silhouettes and contrasting bias tape to show line.

UNIT: *Clothing Selection*

LESSON: *Buymanship*

BEHAVIORAL OBJECTIVES:

The students will:

1) determine correct fit in areas of hips, waist, length, sleeves and crotch length (females).
2) determine correct fit in areas of hips, waist, chest, neck, shoulder length, inseam, crotch length (males).
3) tell or list why good fit lengthens life expectancy of a garment.
4) identify 5 quality features to look for when buying clothing.
5) tell or recognize the meanings of common terminology for fibers and finishings.
6) relate types of garments to specific fibers and finishes.
7) collect clothing labels and organize them into a file, selecting and defining important information on the labels.
8) relate the use of hangtags to the purchase and care of clothing.
9) identify 4 types of stores and distinguish among the clothing sold at each.
10) shop wisely using an inventory plan or a shopping list.

CONTENT:

1) Fit for boys
2) Fit for girls
3) Fitting problems
4) Good fit relating to garment life
5) Construction
6) Workmanship
7) Natural fibers
8) Synthetic fibers
9) Finishes
10) Fabrics
11) Hangtags
12) Used clothing stores
13) Discount stores
14) Chain stores
15) Privately-owned stores
16) Quality differences
17) Clothing inventory review
18) Shopping list
19) Seasonal sales
20) Impulse buying

LEARNING ACTIVITIES:

1) Invite a male and a female speaker from a clothing store to speak on fit and construction of clothing, using samples which they have brought with them.
2) Using dittos and transparencies of different garments, depict how garments should fit and discuss the importance of fit.
3) Using the clothing inventory list, identify any garments which you do not wear because of improper fit and determine how they could be made wearable.
4) Using handouts of different garments, write amount of ease needed on specified areas. Handicapped students can refer to ease in finger width terms instead of inches.
5) Identify any areas of your body which need special fit.
6) Teacher can demonstrate the effect of pull and stretch on seams, sleeves, buttons, etc.
7) Using pictures of various garments attached to index cards, tell or write quality features to look for in each garment.
8) Using the clothing inventory list, identify any clothes which were not worn for a long time because of poor construction and discuss how the construction could be improved. Write the conclusions on cards, attach to garments and alter same in Garment Care Unit.
9) Bring in garments from 3 types of stores and have students identify good and poor construction features.
10) Using clothes from #9, have students review line and color in relation to him/herself.
11) View the film "Fiber to Fabric" or examine fibers in raw state.
12) Ask a community resource person to demonstrate spinning and/or weaving.
13) Find pictures of clothing which would be suitable for cotton or wool.
14) Select pictures of garments most often made from synthetics.
15) List the most common brand names for polyester, nylon, acrylic and spandex.
16) Have the class make a bulletin board or wall chart showing the characteristics of 6 fibers studied.
17) Discuss finishes and show examples.
18) Students can plan an activity and choose appropriate clothing from a catalog.
19) List the clothes you like to wear most which need the least care, e.g. blue jeans, t-shirts, tank tops, etc.
20) The teacher can collect many different hangtags and make dittos of the most common ones.
21) Begin individual collections of hangtags or copies of hangtags.
22) Using hangtags, select and list the words that pertain to care of clothing.
23) File hangtags by type of garment, e.g. shirts, slacks, slips, etc.

LEARNING ACTIVITIES CONTINUED:

24) Staple or pin hangtags to cards. Write information about item on card.
25) Take a field trip to a fabric store and collect there 1" square fabric samples. Attach these to cards on which you record the information about that fabric which is given on the end of the fabric bolt.
26) Discuss different clothing stores in community, referring to them by name.
27) Using the clothing inventory , make a list of what you need, how much money you can spend and with what items in inventory new purchases can be worn. Pictures of garments can be used for non-readers.
28) Make a pocket-sized shopper's guide using a small notepad. Write down 4 quality checks for each garment. This could be done using pictures and arrows pointing to areas to be checked.
29) Write the important minimum care words in the pocket-sized shopper's guide.
30) Working in groups, students will measure each other for correct size. Record the sizes in the shopper's guide. In order to keep measurements current, write down the date measured.
31) Call local stores to inquire when seasonal sales are held. Record this information in the shopper's guide. If the store is a favorite one, record its telephone number.
32) Make a check list for the shopper's guide of 5 questions which should be asked before buying a garment.
33) Review color, line, design, texture.
34) Discuss "impulse buying", students can tell of any experiences they have had in buying improperly.

Wardrobe Inventory

How Does Your Wardrobe "Measure Up" For Fashion?

Kinds of Clothes	What I Have That's Usable	What I Have That Needs Repair	What I Can Do To Make Repairs	What I Have That Can Be Remade	What I Can No Longer Wear	Clothes That I Really Need
Slacks						
Skirts						
Blouses						
Shirts						
Suits, Coats, and Jackets						
Under-clothes and Sleeping Clothes						
Shoes						

RESOURCE LIST

UNIT: *Clothing Selection*

1) New Fabrics, New Clothes and You, Grace A. Buntman, Steck-Vaughn Company, Austin, Texas 1966
2) Steps in Clothing Skill, Dunn, Bailey, Vansickle, Charles A. Bennett Company, Inc., Peoria, Illinois 61614, 1970
3) Steps in Home Living, Reiff, Charles A. Bennett Company, Inc., Peoria, Illinois, 1971
4) Teen Guide to Homemaking, Barclay and Champion, McGraw-Hill Book Company, San Francisco, California or Dallas, Texas, 1967
5) Simplicity Sewing Book for Men and Boys, Simplicity, 1974
6) Clothes for Teens, Elizabeth Todd and Frances Roberts, D.C. Heath Company, Lexington, Massachusetts, 1969
7) Textiles for Homes and People, Margit Vanderhoff, Lavina Franch, Lucille Campbell, Ginn and Company, REACH Curriculum, 1973
8) Phamphlets from J.C. Penny Company

    a. "Sewing Machines" #84087, @$ .06 each
    b. "Permanent Care Labels" #84577, @$ .06 each
    c. "Today's Textiles" (in Spanish) #83642, @$ .12 each
    d. "Selecting Fabrics" (in Spanish) #83735, @$ .06 each
    e. "Sewing Machines" (in Spanish) #84139, @$ .06 each

9) McCall Pattern Company, Education Department, P.O. Box 919, Manhattan, Kansas 66502

    a. "Guide for Color Study" $ .10
    b. "Color and You" $ .10

10) American Textile Manufacturers Institute, Education Department, 1501 Johnston Building, Charlotte, North Carolina 28281

    a. Forecast (magazine)
    b. Wall chart "Care - Labeling" 1 free
    c. Booklet "A Profile of Textiles" 1 free
    d. Wall chart "Textile Glossary" 1 free

11) J.C. Penny, Forum (magazine)
12) J.C. Penny, Insights into Consumerism (magazine)
13) J.C. Penny, Forecast for Home Economics (magazine)
14) Film, "The Well-Mannered Look", 22 minutes, what goes into an attractive and practical wardrobe, du Pont de Nemours and Company, Inc., E.I. Motion Picture Section, Advertising Department, 1007 Market Street, Wilmington, Delaware 19898
15) Film, "Press On Regardless", 9 minutes, du Pont de Nemours and Company, Inc., E.I. Motion Picture Section, Advertising Department, 1007 Market Street, Wilmington, Delaware 19898

RESOURCE LIST CONTINUED

UNIT: *Clothing Selection*

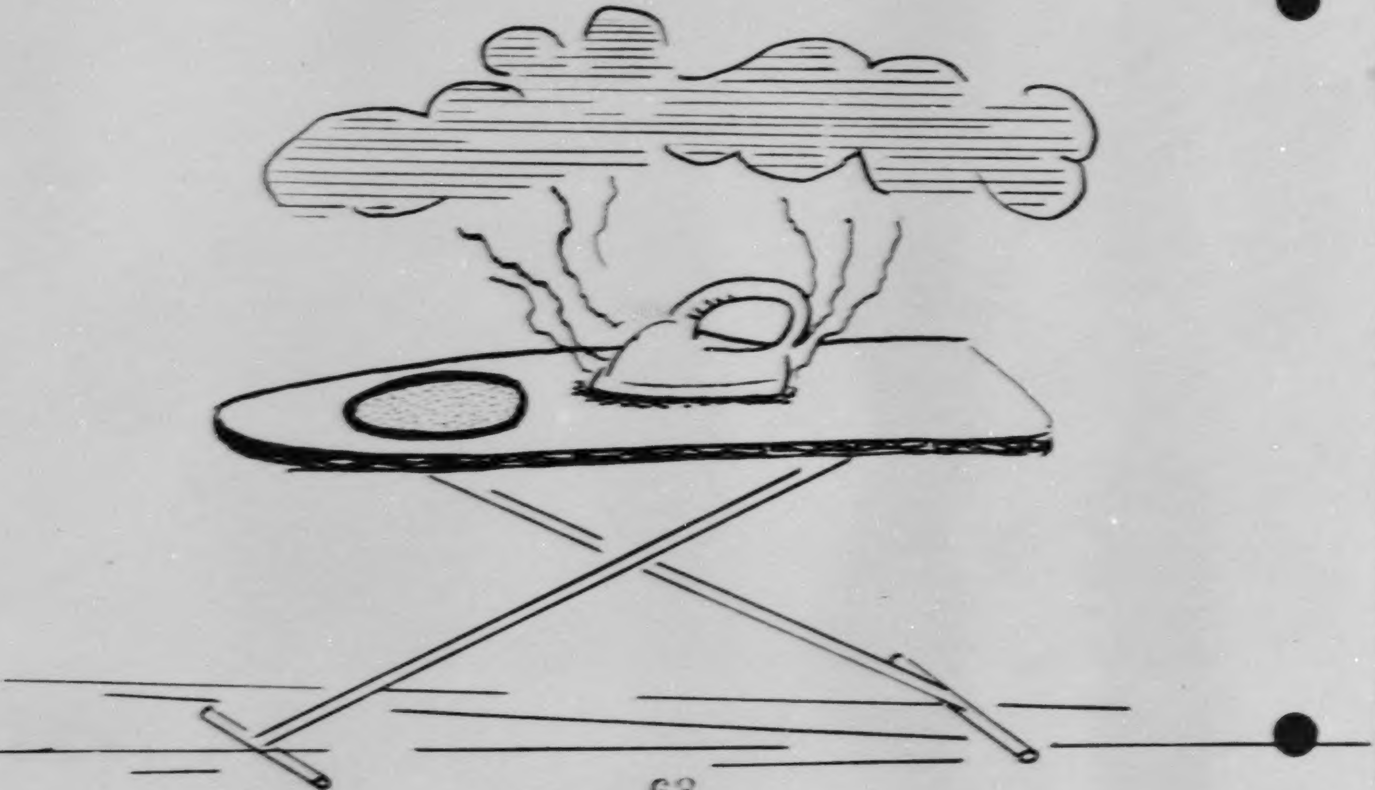
16) a. "Clothing Communicates", #83660, filmstrip $6.95
    b. "Shopper's Guide", C-145, slides (57 frames) $14.00, filmstrip $6.50
    Covers 5 areas in which to stretch dollars, released 1967

Order slides from: Photography Division, Office of Communication, U.S. Department of Agriculture, Washington, D.C. 20250

Order filmstrips from: Photo Lab, Incorporated, 3825 Georgia Avenue, N.S., Washington, D.C. 20011

17) "Life Management Skills for Handicapped", State Board for Vocational Education, Boise, Idaho
18) Charts available from McCall Pattern Company on:

    a. "Line-Wise Is Design'Wise" $ .10
    b. "Figure Your Type" $ .20
    c. "Figure Your Type and Size" overhead proejctor aid, $2.50



PRE/POST TEST

UNIT: *Clothing Care*

1) Handicapped and Disadvantaged. Student will name or write the object which the teacher holds up.
    - a. needle
    - b. thread
    - c. thimble
    - d. bobbin
    - e. sewing machine needle
    - f. scissors
2) Handicapped and disadvantaged. The student will thread both a yarn and a sewing needle.
3) Handicapped and disadvantaged. Student will cut out a figure drawn on a fabric scrap, holding scissors correctly.
4) Disadvantaged. Student will name and write all parts of a sewing machine on a dittoed form.
5) Handicapped. The student will tell the functions of parts of the sewing machine and name parts as teacher points to them.
6) Handicapped and Disadvantaged. Student will thread machine correctly.
7) Handicapped and Disadvantaged. The student will adjust stitch for a heavy fabric and a light fabric.
8) Disadvantaged. The student will adjust tension for different fabrics.
9) Handicapped and Disadvantaged. The student will mend a split seam and an L-shaped tear on the machine.
10) Handicapped and Disadvantaged. The student will clean lint from the machine and put the machine away properly and safely.

SAMPLE: DAILY LESSON PLAN

UNIT: *Clothing Care*

LESSON: *Sewing Equipment*

LEARNING ACTIVITIES:

1) Demonstrate cutting.
2) Discuss accidents with scissors, pins, needles.
3) Select patterns to draw on 2" X 5" rectangles or 4" X 4" squares.
4) Cut out squares or rectangles.
5) Draw at least 4 patterns using cardboard silhouettes.
6) Thread a yard needle and sew around a picture using a running stitch.
7) Secure thread by tying knots or stitching in same place at one time.
8) Use a thimble correctly.

TOOLS AND EQUIPMENT:

scissors

SUPPLIES:

fabric, yarn needle
yarn or thread

SAFETY:

1) Do not point scissors.
2) Close scissors when done with them.
3) Store scissors out of reach of children.
4) Pass scissors by handle.
5) Review First Aid for minor cuts.
6) Pick up pins and needles from floor.

VOCABULARY:

scissors, pins, needles, thread, yarn, fabric, squares, cut, tie knots

MATH:

None - use pre-made patterns

UNIT: *Clothing Care*

LESSON: *Sewing Equipment*

BEHAVIORAL OBJECTIVES:

The student will recognize, name and select various types of equipment and demonstrate their use; make a wrist pin cushion by hand sewing only.

CONTENT:

1) 5 basic pieces of equipment or supplies: scissors, thimble, needles. pins, thread
2) Safety when using scissors
3) Threading a needle
4) Tieing hand knots
5) Use of thimble

LEARNING ACTIVITIES:

1) Display correctly-labeled sewing equipment.
2) Play a Hide 'n Seek game with sewing equipment.
3) Do a word puzzle with sewing equipment names.
4) Make flashcards showing equipment.
5) Take a field trip to the notions department of a local store.
6) Practice threading various sized needles.
7) Hand sew a picture with the running stitch.
8) Make a bulletin board display of thread pictures made by students.
9) After teacher demonstrates correct and safe use of scissors, cut scraps for a classroom quilt.
10) Make a wrist pin cushion with felt, elastic, heavy cardboard or thin plywood.

TARGET POPULATION /E/ /D/

UNIT: *Clothing Care*

LESSON: *Sewing Machine*

BEHAVIORAL OBJECTIVES:

The student will demonstrate the correct use of an electric sewing machine.

CONTENT:

1) Parts of sewing machine
2) Functions of sewing machine
3) Safe use of sewing machine
4) Cleaning and putting away machine

LEARNING ACTIVITIES:

1) Make flashcards with pictures of sewing machine parts.
2) Identify parts of machine from transparencies and fill out dittoed sheets asking for parts.
3) Identify the parts involved in winding a bobbin. Demonstrate winding a bobbin.
4) Identify the steps to thread the needle. Demonstrate.
5) Identify the bobbin case and thread it.
6) Practice raising the bobbin thread.
7) Ask representatives of 3 major sewing machine companies demonstrate their machines.
8) Practice threading different types of machines.
9) Practice sewing straight and slightly-curved lines drawn on paper.
10) Practice sewing on striped, plaid, large and small print fabric designs.
11) Show safety precautions when setting up and putting away machine.
12) If machine doesn't have a finger guard, decide how to keep fingers away from needle.
13) Take a field trip to any sewing industry and arrange for individual student to watch 1 worker for 1 or 2 hours.
14) Identify parts of machine that need to be cleaned after each use; practice cleaning these parts.
15) Teacher should develop a bingo game using parts of the machine and their functions.

TARGET POPULATION E D

UNIT: *Clothing Care*

LESSON: *Sewing a Pillow*

BEHAVIORAL OBJECTIVES:

The student will select, cut and sew a simple pillow using correct methods.

CONTENT:

1) Cutting fabric
2) Use of machine
3) Correct stitch length
4) Securing threads

LEARNING ACTIVITIES:

1) Display a scrapwork pillow.
2) Make a bulletin board display of equipment and supplies needed for project.
3) Students should bring in fabric scraps for pillow and estimate cost of buying remnants. If desired, take a field trip to a store.
4) Choose from 3 pillow types: simple front and back felt pillow, 4 squares on front and back, varied-sized squares or rectangles on front and back.
5) Make a paper pattern for the pillow.
6) Make pillow.

TARGET POPULATION /E/ /D/

UNIT: Clothing Care

LESSON: Mending

BEHAVIORAL OBJECTIVES:

The student will mend by hand or by machine tears in clothing so that holes are fully-closed and mending is neat in appearance.

CONTENT:

1) When mending is needed
2) Repairs by machine - ripped seams, zippers, tears and patches
3) Repairs by hand - buttons, snaps, hems, knits, patches

LEARNING ACTIVITIES:

1) Have students check each other on deciding what needs to be done to mend clothes given them.
2) Repair ripped seams with a machine. Pin and sew right sides together so that stitching won't show.
3) Repair a zipper using a zipper foot, matching thread. Pin and sew.
4) Repair straight and L-shaped tears.Practice on scraps. Iron-on tape or zig-zag stitch may be used in some cases.
5) Practice making attractive patches with finished edges if patch is on outside of clothing. Be sure to cut patch large enough to stitch around edges.
6) Bring in items from home to repair by machine.
7) Make a paper pattern for bell pants. Pin to check size and cut and sew.
8) Sew by hand buttons on clothing.
9) Sew by hand snaps on clothing.
10) Sew by hand a hem on a garment taking care that it is not visible.
11) Embroider patches to practice hand sewing.
12) Sew hooks and eyes on clothing.
13) Practice repairing holes in knits so that repair work is not visible.
14) Role-play situations which bring out what others think when they see someone wearing clothes which need mending.
15) Take a field trip to the mending department of a laundry or dry cleaners.

RESOURCES:

#4, #7, #12

TARGET POPULATION E S

UNIT: *Clothing Care*

LESSON: Alterations

BEHAVIORAL OBJECTIVES:

The student will identify and complete one of the following alterations: raise a hem, lower a hem, take up a seam, let out a seam.

CONTENT:

1) Raise a hem - mark, cut, turn, press or baste, hem
2) Lower a hem - take out old hem, mark, press or baste, hem
3) Seams - fit and let out or take up

LEARNING ACTIVITIES:

1) Bring in clothes from home to alter.
2) Students should work together to fit clothes, pin hems, etc.
3) Role-play how clothes look and feel when they don't fit.
4) Take a field trip to the alteration department of a store.

RESOURCES:

#7, #12

TARGET POPULATION E D

UNIT: Clothing Care

LESSON: Home Laundry Equipment

BEHAVIORAL OBJECTIVES:

The student will select 4 basic pieces of laundry equipment after evaluating different brands and types.

CONTENT:

1) Differences among laundry equipment
2) Care and maintenance
3) Safety features

LEARNING ACTIVITIES:

1) Call utility companies to find out cost of electricity for a washer and for a dryer per month; cost of gas for a washer and for a dryer per month.
2) Ask an electrician to discuss the importance of minimum standard wiring and proper venting.
3) Take a field trip to local stores which carry washers and dryers. Make a list of safety features.
4) Using brochures, catalogs, etc., select the washer that would be best for a family of 2, a small apartment, a family of 6, a family which operates a gas station.
5) Call different manufacturers and ask the cost of extended insurance on washer and dryer per year. Decide which is better, additional extended insurance or private. Learn what action the consumer can take if the washer or dryer is defective.
6) Using a ditto on parts of washer and dryer, select correct name for each part and write or tell its function.
7) After study, label parts of washer and dryer; from flashcards, identify parts and their functions.
8) Teacher can demonstrate cleaning the inside and outside of washers and dryers and the students can practice.
9) From a variety of cleaning supplies and cloths, select the correct ones to clean the outside and inside of a washer and a dryer.
10) Write on an index card information about the washers and dryers at home and at school: brand, model, date purchased.

UNIT: *Clothing Care*

LESSON: *Home Laundry Products*

BEHAVIORAL OBJECTIVES:

The student will tell the basic function of and safe storage method for a variety of home laundry products.

CONTENT:

1) Detergents and soaps
2) Bleaches
3) Water softeners
4) Pre-treatment products
5) Fabric softener
6) Spot and stain remover; stain repellent products
7) Starches
8) Cost comparisons
9) Safety and storage

LEARNING ACTIVITIES:

1) Give the students a large variety of laundry products to sort into groups according to function (use 2-3 brands of each type).
2) Give the students a large variety of laundry products to sort into groups according to when used, e.g. hot wash, before wash, while ironing.
3) Read labels and make a card file of new vocabulary from same selection of products.
4) Ask the Extension Service to stage a demonstration of different products.
5) Teacher should develop games (bingo, word search, etc.,) using brand names and new vocabulary.
6) Discuss why the consumer buys laundry products (placement in market, family preferences, advertisement, cost).
7) Compare prices of national and store brands; discuss similiarities and sifferences.
8) Place skull and crossbones symbol on toxic products.
9) Discuss where to store products safely; devise storage area in classroom.
10) Discuss what to do if a child swallows a toxic substance.
11) View film on use of laundry products.

TARGET POPULATION E D

UNIT: *Clothing Care*

LESSON: *Washing and Drying Clothes*

BEHAVIORAL OBJECTIVES:

The student will wash and dry a variety of clothing using correct and safe laundry procedures.

CONTENT:

1) Preparing clothes for wash
2) Sorting clothes - hand wash, machine wash in different loads
3) Selecting laundry aids
4) Pre-treating wash with pre-soak, pre-treat or stain remover
5) Determine water temperature and washer cycle from permanent labels and hang tags.
6) Determine methods and dryer temperature by use of permanent labels and hang tags.

LEARNING ACTIVITIES:

1) Make a nylon net bag for washing delicate items.
2) Make a sweater dryer by attaching nylon net or string to a wooden frame.
3) Ask a County Extension Agent or Utility Company Representative to speak on stain removal.
4) Discuss students' home laundry facilities and how they could be improved.
5) Take a field trip to a local store and borrow clothing to compare washability of garments. Consider fiber, garment construction, finishes, belts, trims, any areas which are not washable.
6) Teacher should demonstrate preparing wash for laundry: turning pockets, closing zippers, fasteners, etc., pre-treating soiled areas. Discuss pre-soak methods and have students practice preparation.
7) Teacher should demonstrate such problems as bleeding colors and discoloration from improper use of bleach or wrong type of bleach.
8) Develop a record of home laundry experiences.
9) Using handtags as a guide, sort a variety of laundry into piles of hand wash and machine wash loads.
10) Pre-treat or pre-soak prepared wash for stains.
11) Wash clothes.
12) Determine which clothes should be dried and decide on best method (use hand tags as a guide) - line, dryer, flat dry.
13) Learn safe use and storage of each product selected.
14) Each student should give class a demonstration of stain removal.

TARGET POPULATION E D

UNIT: Clothing Care

LESSON: Finishing (Ironing, Pressing, Steaming)

BEHAVIORAL OBJECTIVES:

The student will:

1) compare cost of doing laundry at home, at a local commercial laundry or sending out to a private individual.
2) apply safe and correct methods to set up, use and store equipment and supplies after s/he has orally defined fiber, fabric and finish.
3) demonstrate safe and correct method to iron or press cotton sheet and pillow case, cotton long-sleeved shirt, polyester-cotton long-sleeved shirt, men's knit polyester pants, men's or women's cotton levis, dress or shirt with ruffles, nylon lingerie, wool slacks.
4) determine alternatives to ironing while travelling, e.g. steaming in bathroom or with an electric steamer.

CONTENT:

1) Setting up, using and storing equipment
2) Ironing flatwork and clothing
3) Steam-finishing clothing
4) Buying ironing equipment and supplies or service

LEARNING ACTIVITIES:

1) Ask a private individual who does ironing to demonstrate his/her work and discuss the job and the pay.
2) Take a field trip to an institutional laundry or commercial laundry where finishing work is done.
3) Make a bulletin board display on ironing aids.
4) Do research to discover if water is hard or soft. Inquire at cooperating companies or at extension service.
5) Cost 2 local laundries to find out services provided and cost.
6) In what order would this equipment be purchased: ironing board, hangers, iron, ironing board cover, steamer.
7) Discuss local and federal wage laws for people who do laundry for others at home or who work for a commercial laundry.
8) Take a field trip to a store and discuss differences among irons and boards.
9) Practice the following: demineralizing water, setting up ironing board, covering an ironing board with pad and cover and a worn-out sheet, filling and emptying a steam iron, selecting correct iron setting after identifying fiber, fabric and finish from labels or hang tags.
10) Iron the items listed in Behavioral Objective #4.

TARGET POPULATION /E/ /D/

UNIT: Clothing Care

LESSON: Protection and Storage

BEHAVIORAL OBJECTIVES:

The student will:

1) use clothing inventory to determine storage space needed.
2) identify storage space in his/her home and determine how to improve it economically.
3) select and make 1 storage aid for the home.

CONTENT:

1) Clothing inventory
2) Division of clothing by seasons
3) Storage requirements and how to determine
4) Storage equipment and techniques

LEARNING ACTIVITIES:

1) Use catalogs and magazines to find pictures of storage equipment and aids.
2) Take a field trip to a store and identify and price and determine functions of different types of storage equipment.
3) Separate clothes according to seasons, between seasons, to be hanged and to be folded.
4) Measure sleeping area or bedroom and existing closet. Bring measurements to school and make a drawing of area.
5) Make a drawing of your fold clothes storage area.
6) Discuss how good clothing storage practices can make life enjoyable especially if 2 or more people share a bedroom. List 4 things you can do to improve your clothes storage habits.
7) Tell or list 3 reasons why adequate storage space for clothing is needed.
8) Review activities #4 and #5 and tell 3 ways you can improve your own storage areas by making aids or equipment.
9) Make a clothes bag from inexpensive fabric or worn clothes.
10) Make a shoe bag from sturdy fabric (old blue jeans, fabric scraps)
11) Arrange small boxes in drawers to provide more organized storage. Paint or paper boxes if desired.
12) If a closet is not available in student's home, s/he can make one by:
    a. a rod and curtain in corner of room
    b. a rod stretched between 6 discarded wooden boxes
    c. wooden rack built in school shop
    d. buying a new or used clothes rack and making a curtain to go around it.

LEARNING ACTIVITIES CONTINUED:

13) If a dresser is not available in student's home, make one from:
    a. wooden boxes   c. boards and bricks
    b. heavy cardboard boxes   d. boards and sand-filled coffee cans
14) Discuss use of boards and bricks (or sand-filled coffee cans) to extend storage space in all areas of house and to use as bookshelves.
15) Take a field trip to a lumber yard and a brick/block company. Price boards, bricks and blocks and compare these items to similiar ones which student might be able to obtain free.
16) Use shoe boxes to store shoes.
17) Use towel racks to store ties, belts, scarves, etc.
18) Put 2 boxes into your storage area for soiled clothes - one for family wash and one for personal daily wash.
19) Discuss maintenance and cleaning of closets. Make a time schedule for daily, weekly and seasonal tasks.
20) Discuss the need to sanitize used storage equipment, e.g. old boxes.
21) From a selection of cleaning and household supply products, select 1 to use for each of the following: to kill moths, to kill spiders, to eliminate odors, to help prevent mildew.
22) Practice cleaning closets at school and at home.
23) Renovate and decorate your own closet - clean, paint and paper. Consider the following: correct lighting, saving space, reaching distances, dust-free, room for hanging clothes and accessories.

UNIT: *Clothing Care*

LESSON: *Commercial Cleaners*

BEHAVIORAL OBJECTIVES:

The student will:

1) operate a coin-operated washer and dryer correctly.
2) compare the services of 2 local coin-operated laundries and a local full-service laundry/dry cleaners.
3) compare advantages and disadvantages of coin-operated laundries and home laundering, considering time, cost and equipment.

CONTENT:

1) Review use of washer and dryer; washing and drying different fabrics, finishes and garments.
2) Supplies needed at a coin-operated laundry
3) Courtesy at a coin-operated laundry
4) Full-service laundry
5) Cost of coin-operated laundry versus cost of home laundry
6) Advantages and disadvantages of each

LEARNING ACTIVITIES:

1) Call local laundries to find out services available and cost. Make a comparison bulletin board display between full-service laundry and partial-service laundry.
2) List and assemble supplies needed at coin-operated laundry.
3) Take a field trip to a coin-operated laundry. Each student will do 2 loads of wash and dry them. Discuss: water temperature variation, change machine, reading and following instructions, cost of detergents from machine, use of extractor, combining wash loads in dryer, drying temperature variations, organization of hangers to avoid wrinkling clothes after drying, leaving laundry in good condition, use of dry cleaning machine if available.
4) Calculate cost of doing 6 loads of laundry at a coin-operated laundry and at home. Call utility company for cost estimate.
5) Make a bulletin board display telling advantages and disadvantages of coin-operated laundry and home laundry.

RESOURCE LIST

UNIT: Clothing Care

BOOKS

1) Textiles For Homes and People, Margil Vanderhoff, Lavina Franck, Lucille Campbell, Ginn and Company, 1973. A teacher resource for current facts on textiles, laws and terminology
2) Clothes For Teens, Elizabeth Todd, Francess Roberts, D.C. Heath Company, Lexington, Massachusetts, 1969. Excellent racial and role integration. Clothing selection and buymanship rules and illustrations for both boys and girls.
3) Steps in Clothing Skills, Lucille Dunn, Annetta Bailey, Wanda Vansickle, Charles A. Bennett Company, Inc., Peoria, Illinois. Racially integrated, little role integration. Good class text for low level reading ability. Good illustrations and learning activities. A broad area on clothing care and storage.
4) The Care We Give Our Clothes, Margaret J. Hanson, Steck-Vaughn Company, Austin, Texas, 1966
5) New Fabrics, New Clothes and You, Margaret J. Hanson, Steck-Vaughn Company, Austin, Texas
   Resources #4 and #5 are brief concise books for teacher's use. No racial or role integration. Good illustrations for learning activities.
6) Steps in Home Living, Florence M. Reiff, Charles A. Bennett Company, Inc., Peoria, Illinois. Good text for low-level readers.
7) Teen Guide to Homemaking, Marion S. Barclay, Frances Champion, McGraw-Hill, San Francisco, California, 1968. Good class text. Excellent learning activities. Broad sections on care and selection.

MAGAZINES

8) Forecast for Home Economics, January, 1975, page F85
9) How To Sew For Men and Boys, Simplicity Pattern Book

OTHER

10) Life Management Skill Curriculum, Vocational Educational, Department of Education, Boise, Idaho
11) "Job Innovation Through Vocational Education", Vocational Education, Department of Education, Boise, Idaho
12) The Homemaker's Guide, curriculum from Cincinnatti Public Schools, Special Education Division

INTRODUCTION

UNIT: *Family Living and Consumer Education*

An effective method of introducing and teaching the Catalog unit on *Family Living and Consumer Education* has been developed and successfully field-tested and is described below.

A mail order catalog is commonly-referred to as a "Wish Book" or a "Dream Book". People naturally like to dream and talk about buying and owning new things. We may choose to buy for our family, recreation, home, yard or vocation. Almost everyone enjoys picking up a catalog and thumbing through it. Some of the things we see displayed in the pages of a catalog, we buy; other things we simply wish we could buy. In our minds, we often make imaginary purchases. Imagination is the key to learning in the initial phases of this unit.

Due to the flexible nature of the Catalog unit, follow-up *Family Living and Consumer Education* learning activities are easily developed. Realistic learning experiences which correlate with the units on Budgeting, Vacations, Horticulture, Auto Repair and Maintenance and many more can be developed to fit each classroom.

PRE/POST TEST

UNIT: *Family Living and Consumer Education*

1) What is a catalog?
2) What is an index?
3) What is a catalog part number?
4) What does the term "merchandise" mean?
5) Name 10 things you can find in a catalog.
6) If you want to locate something in a catalog, where do you look first?
7) What did the catalog do for you?
8) In which room do we cook our meals?
9) For what is a utility room used?
10) Which room is used for family recreational activities?
11) Which room should have a sofa in it?
12) What do you do in a dining room?
13) Name 3 appliances you would expect to find in a kitchen.
14) Does it cost more to furnish a kitchen than a living room? How much more?
15) Does it cost more to buy a house than to buy furniture for the house? How much more?
16) What do we call our parents' bedroom?
17) What is family recreation?
18) Why is it important for a family to play together?
19) Does it cost a lot for a family vacation?
20) How much money did your family vacation cost?
21) What kinds of recreational activities can a family participate in?
22) Name 3 articles of clothing you are wearing.
23) What size shoes do you wear?
24) Name 3 stores in which you can buy clothing.
25) How much money should you spend for a new pair of shoes?
26) How can you make sure your clothes will always look nice?

Instructions for Use with Disadvantaged

Students should be asked to imagine that they have just purchased a home for their family and themselves. They should be instructed that there are four members in their family (father, mother, sister, brother). The students should be told that they must purchase furniture for every room in their home. They must purchase carpet, draperies, furniture, appliances, light fixtures, kitchen utensils and all the things that they and their families may need in their homes. Tell them that they have good jobs and earn good wages. They have no need to worry about money on this particular project. Instruct your students to use a mail order catalog to make the necessary purchases for the home and family.

Instructions for Use with Handicapped

The catalog unit is very flexible and can be adapted easily to the abilities of handicapped students. One method is described here.

Give each handicapped student a picture of a simple floor plan for a home. Tell the student to use the catalog and locate pictures of furniture and appliances s/he would like to have in his/her home. Cut out the pictures and paste them in the appropriate room. This project can also be done one room at a time on a plain 8½" X 11" piece of paper designated as a bedroom, kitchen, living room, etc.

TARGET POPULATION B

UNIT: *Family Living and Consumer Education*

LESSON: *How To Use a Mail Order Catalog*

BEHAVIORAL OBJECTIVES:

Using a mail order catalog, the student will:

1) demonstrate the correct use by locating merchandise by name or by merchandise number in the catalog index.
2) fill out a catalog order blank, figuring price, weight, etc.

CONTENT:

1) Use of catalog by locating merchandise suggested to the students
2) Use of index
3) Use of merchandise numbers, page numbers and the different catalog sections
4) Measurements (weight, height, feet and inches)

LEARNING ACTIVITIES:

1) The student will be able to complete the following exercises by activities, demonstrations by the teacher or by active participation in discussions:

   a. What is a mail order catalog?
   b. use of the index
   c. ability to locate merchandise
   d. read catalog numbers
   e. locate cost of a specific piece of merchandise
   f. awareness of color, style and size

   Make a sample order out using your list of "wants".

RESOURCES:

Catalog, one for each student, from any leading mail order company, e.g., Sears, Montgomery Wards

NB: Each student should be responsible for bringing in a mail order catalog from home, a neighbor, friends or a store

SAMPLE: DAILY LESSON PLAN

UNIT: Family Living and Consumer Education

LESSON: How To Use a Mail Order Catalog

LEARNING ACTIVITIES:

1) Discuss with the students what a catalog is, how to use it and what it contains.
2) Discuss and illustrate the use of a catalog index.
3) If possible, show an example of the index on the overhead projector.

TOOLS AND EQUIPMENT:

catalog, overhead projector

SUPPLIES:

Pencil, paper

SAFETY:

Be careful turning the pages

VOCABULARY:

catalog
index
merchandise
weight
measurement
cost
locate
sections
style
color
patterns

MATH:

Read page numbers, merchandise numbers, prices, weights, measurements, sizes, heights

TARGET POPULATION

UNIT: *Family Life and Consumer Education*

LESSON: *Furnishing a Home*

BEHAVIORAL OBJECTIVES:

The student will:

1) become aware of the responsibility of owning a home.
2) acquire knowledge pertaining to the cost of furnishing a home.
3) acquire knowledge pertinent to family needs.
4) acquire skills pertinent to owning a home.
5) develop skills pertaining to household maintenance.

CONTENT:

1) Homes we all know and would like to own
2) individual rooms in a home
3) interior color schemes and furniture styles
4) total cost of furnishing a room or a home

LEARNING ACTIVITIES:

1) Visit 2 homes which have attractive interior decorating schemes.
2) Students must be able to discuss freely among themselves the selections they are making.
3) Although a free atmosphere should exist, teacher should maintain control.
4) Student will present to and discuss with the teacher each completed room.
5) Compute the total cost of furnishing room as it is completed.
6) Compute the total cost of furnishing a home.
7) Develop interior decorating skills.

RESOURCES:

1) *Better Homes and Gardens*
2) Real estate brochures
3) Newspaper ads on real estate
4) Any magazine which features homes and furnishings
5) Catalogs, e.g. Sears, Montgomery Wards, Penney's
6) Furniture store sale brochures

SAMPLE: DAILY LESSON PLAN

UNIT: *Family Living and Consumer Education*

LESSON: *Furnishing a Home*

LEARNING ACTIVITIES:

1) Students will work in catalog unit on furnishing a home. They should develop their skills in discussing and making wise selections.
2) Students should imagine they own a home and must buy furniture and appliances for each room. The rooms in the homes consist of kitchen, living room, dining room, utility room, master bedroom, child's bedroom (girl), child's bedroom (boy), bathroom, family room and shop.
3) The students will use a Sears catalog to select the furniture and appliances. They should record information on each item which they select: catalog number, description by size, style and color, price and catalog page number

TOOLS AND EQUIPMENT:

catalogs, teacher-prepared booklets

SUPPLIES

pencils, scratch paper

SAFETY:

VOCABULARY:

purchase
furniture
appliance
furnish
buy
order
family
home
room
carpet
drapes
fixtures

MATH:

addition
read and copy page numbers
read and copy prices
read and copy merchandise numbers

TARGET POPULATION

UNIT: *Family Living and Consumer Education*

LESSON: *Family Recreation*

BEHAVIORAL OBJECTIVES:

The student will understand the meaning, importance and cost of family recreation. S/he will be able to purchase from the catalog items for family recreational activities.

CONTENT:

1) Classroom discussions on family recreation
2) Discuss various recreational activities and various recreational equipment for family use
3) Roles of family members in family recreation
4) Cost for a family to participate in different forms of recreation
5) The recreational family as a consumer

LEARNING ACTIVITIES:

1) Invite students to share past vacation experiences as a form of family recreation with the class.
2) Give the students an opportunity to purchase from the catalog recreation equipment for each family member.
3) Have the students mark on a map a route to a family recreation site or a vacation area.
4) Using pictures from catalog, students can show what equipment they chose for family recreation use.
5) Students could compute the cost of a vacation trip or family outing for recreation purposes.
6) Show slides of family vacations.

RESOURCES:

catalog, slides, road maps, magazine pictures, outdoor pictures

SAMPLE: DAILY LESSON PLAN

UNIT: *Family Living-and Consumer Education*

LESSON: *Family Recreation*

LEARNING ACTIVITIES:

The student will:

1) mark a route on a map to a family recreation or vacation area.
2) purchase recreational equipment and clothing for each member of the family.
3) purchase family recreation equipment.
4) compute cost of a family recreation trip or vacation.

TOOLS AND EQUIPMENT:

catalog, service station road map, felt-tip pen or crayon, project work sheet

SUPPLIES:

pencil, scratch paper

SAFETY:

VOCABULARY:

vacation
recreation
outing
tent
camper
pick-up
route
road map
clothing

MATH:

NAME ______________________________

1. What is Family Recreation ? ______________________________

____

2. Why is it important for a family to play together ? _______

____

3. Does it cost a lot of money for a family vacation ? _______

____

____

4. How much money did your family vacation cost ? __________

5. What kinds of recreational activities can a family participate in ? ______________________________

____

____

TARGET POPULATION

UNIT: Family Living and Consumer Education

LESSON: Purchasing Clothing for a Family

BEHAVIORAL OBJECTIVES:

Students should acquire the ability to:

1) select and purchase a complete wardrobe for each member of the family.
2) comprehend clothing sizes, shoe sizes, body weight and height measurements.
3) recognize clothing needs for each family member.

CONTENT:

1) Family clothing needs
2) Kinds of clothing, work, play, everyday, school, church and party
3) Proper care of clothing
4) Fashion trends
5) Sizes

LEARNING ACTIVITIES:

1) Students will identify 5 articles of clothing for each family member to wear. This should be done individually.
2) Develop a realistic clothing budget for each family member.
3) Assign each student to identify an article of clothing s/he is wearing. The objective is to notice fashion fads.
4) Look in catalog for a similiar article of clothing to that identified for the purpose of making a comparison.

RESOURCES

catalog
fashion magazines
newspaper ads
clothing store ads

SAMPLE: DAILY LESSON PLAN

UNIT: *Family Living and Consumer Education*

LESSON: *Purchasing Clothing for a Family*

LEARNING ACTIVITIES:

The student will select and purchase clothing for each member of his/her family. The student should use the catalog and mark his/her selections with different colored paper strips.

TOOLS AND EQUIPMENT:

catalog, work-sheet

SUPPLIES:

pencil, paper

SAFETY:

VOCABULARY:

size
weight
height
clothing colors
dress
pants
suit
shoes
socks
shirt
blouse
slacks
bathing suits

MATH:

Learn to state or to calculate: body size, weight, height, hat size, shoe size

INTRODUCTION

UNIT: *Home Safety and Health*

This unit is designed to meet the needs of both handicapped and disadvantaged students. The material for the handicapped students involves more oral work and more specific learning experiences. The material for the disadvantaged students involves more written work, some research work and more general learning experiences.

The pre and post test covers most of the unit's objectives. It is advisable to read the entire unit, all illustrations, resources, etc., before administering the pre and post test. All answers for these tests are covered in the resources, especially resources #1, #3 and #26. When giving the tests to the handicapped students, picutres of test questions of actual items may be used to increase the validity of the test.

The resources listed at the end of the unit can be used with disadvantaged students if there is adequate teacher selection. The best resources for the handicapped students are #7, #8, #9, #26 and charts and pictures from #1. References #1, #3 and #26 were used most frequently in writing this unit and would be helpful to the teacher as a reference.

Due to the diversity of Idaho and the constant changes occurring in health, it is advised that this curriculum be localized and constantly up-dated.

PRE/POST TEST /D/

UNIT: *Home Safety and Health*

ORAL OR WRITTEN

Part I Accident Prevention

1) Tell an accident related to each of the following and precautions to avoid that accident:

stairways
frayed rugs
sliding glass doors
electric cords
pull switch for light
unused electrical outlets
pan handles on stove
pressurized cans
oily clothes
bottled gas
matches

gasoline
dirty furnace filters
fire place
old newspapers
knives
pitchfork
power tools
sharp corners
plastic bags
No-stick spray
razor blades

broken glass
insecticides
household cleaners
cosmetics
medicines
vitamins
pesticides
detergent
bleach
fertilizer

2) Tell the 3 most important pieces of information to give over the phone when you are reporting an emergency or an accident.
3) Tell whom you would call in case of: an explosion, overdose of medicine, fire, heart attack, a drowning
4) Find the correct number and dial it within 3 minutes for one of these: fire station, sheriff, police
5) If no telephone is available, tell how you can get help.

Part II Illness and Disease Prevention

1) Explain why body cleanliness is important for good health.
2) Explain how temperature and humidity affect our health.
3) What is a good temperature setting for a house? Between ? and ?
4) List 5 ways to keep from catching a cold and to stay healthy.
5) What does the word "immunization" mean?
6) List 3 immunizations you have had.

PRE/POST TEST /H/

UNIT: *Home Safety and Health*

ORAL

Part I Accident Prevention

1) Show pictures of or display things (refer to Vocabulary List coded H). Student will tell a possibly related accident that might occur and a precaution that could be taken to prevent the accident.
2) Tell the 2 most important things you must tell when reporting an emergency.
3) Tell whom you would call in case of an explosion, an overdose of medicine, a fire and a fire. (Teacher will show prepared pictures of different help agencies or personnel)
4) Find the correct telephone number from a prepared list and dial it within 2 minutes for the fire station, sheriff, police, doctor or hospital.
5) Tell how you would get help if no telephone was available.

Part II Illness and Disability

1) Tell 5 ways you keep your body clean.
2) Why is very dry air harmful to our health?
3) What is a good temperature setting for a house?
4) Tell 4 ways to keep from catching a cold.
5) Explain the word "immunization".
6) Tell 3 immunizations (shots) you have had.

Part III Healthful Home Living Conditions

1) Should people drink water from irrigation ditches or streams? Why or why not?
2) Should a well be enclosed or open?
3) Which 2 household appliances should always have a 3-pronged plug and very heavy cord and require 240 volt wiring?
4) How can mice enter the house? How can we prevent this?
5) How can flying insects enter the house? How can we prevent this?
6) Show how to set a mouse trap.
7) Where should fly spray and mouse and rat poisons be stored?
8) Should garbage cans be stored near the house?
9) Why should the kitchen and bathroom be cleaned daily?
10) What does the word "recycle" mean?

UNIT: *Home Safety and Health*

Part IV Physical Illness

1) Tell 6 signs of illness.
2) Tell the normal body temperature.
3) Read a thermometer.
4) Should a thermometer be used on a baby?
5) Where is the pulse found?
6) If you are caring for a sick person, what are 2 things you should check hourly?
7) Using the emergency telephone number list, dial the hospital on the teletrainer.

SAMPLE: DAILY LESSON PLAN

UNIT: *Home Safety and Health*

LESSON: *Illness and Disease Prevention*

LEARNING ACTIVITIES:

1) Show filmstrips from Gillette:
   For boys: Neat Is Not a Dirty Word; For girls: Neat Is a Girl's World
2) Fill out a cleanliness checklist (see illustrations).
3) Practice as many of the following as class time allows: hand washing, manicure, face washing, shampoo, bath, pedicure

TOOLS AND EQUIPMENT

sink or dish pan or basin
tub or shower
filmstrip projector

SUPPLIES:

1) Nail care supplies: clippers, file, emery board, cuticle stick
2) Bath supplies: wash cloth, towel, soap
3) Hair care supplies: towel, shampoo, comb and brush
4) Variety of soaps
5) Checklist, pencils

SAFETY:

1) Use of clippers and sharp nail care items
2) Electricity and wet hands or damp floor
3) Use of hot water
4) Soap in the eyes

VOCABULARY:

hot
cold
warm
soap
scrub
lather
brush
deoderant
manicure
pedicure
thorough
personal hygiene

MATH:

none

IMMUNIZATIONS NEEDED	FIRST	SECOND	OTHER FOLLOW-UP SPOTS
D.P.T.: D. for diptheria P. for whooping cough T. for tetanus			
Small pox			
Polio			
Measles (3-day or Rubella) (may harm fetus)			
Measles (hard)			
Mumps			
Influenza (flu)			

Emergency Telephone Numbers

Fill in and place in telephone book.

Fire: ______________

Police: ______________

Sheriff: ______________

Doctor: ______________

Ambulance: ______________

Hospital: ______________

Local hot line: ______________

Universal Emergency Number: ____________________

Fill out and place

in wallet.

Name: ________________________________

Social Security #: ________ ___ ______

Blood Type: ____________________________

Normal Pulse: __________________________

Special Medical Problems:

No_____ Yes_____ If Yes, over

Fill out on white self-stick paper and paste to telephone receiver.

Fire: ____________ Doctor: __________

Police or Sheriff: ____________ Universal ER #: ____________

Ambulance: ________________ Hospital: __________________

CHECKLIST

BASIC BODY CARE CLEANLINESS

		Performed						
Routine	Recommended	S	M	T	W	Th	F	S
1. Bath or shower	Daily or twice daily							
2. Shampoo	Biweekly or when hair is oily							
3. Thorough handscrub	Before cooking and after toileting							
4. Manicure	Daily or biweekly							
5. Pedicure	Biweekly or weekly							
6. Face	Daily or more if oily							
7. Shave	Daily for boys, biweekly or weekly for girls							

VOCABULARY LIST /H/ /D/

UNIT: *Home Safety and Health*

LESSON: *Accident Prevention*

D accident
D safety
D extinguish
H, D toxic
D non-toxic
H, D poisonous
D non-poisonous
H, D flammable
H, D inflammable
D non-flammable
H, D fire
H, D exit

LESSON: *Illness and Disease Prevention*

bacteria
H, D germs
culture
H, D soap
H, D wash cloth
H, D towel
H, D bath
H, D shampoo
H, D manicure
H, D pedicure

H, D draft
H, D warm
H, D clothes
H, D sneeze
H, D cough
H, D basic four
H, D meat, fish, chicken
H, D vegetable, fruit
H, D bread, cereal
H, D eggs, milk
milk products

communicable
H, D immunization
H, D vaccination
H, D shots
diptheria
whooping cough
H, D tetanus
small pox
H, D Rubella - measles
measles
polio
mumps
influenza

LESSON: *Healthful Home Living Conditions*

D housekeeping
H, D sanitation
H, D garbage-waste-severage
H, D clutter
D recycle
H, D U.L. approved
D FHA approved
H, D insect-insecticide
H, D rodent
H, D pest-pesticide
D apperatus
D eliminate
D malaria
H, D mosquito
H, D fly
D plague

TARGET POPULATION /E/ /D/

UNIT: *Home Safety and Health*

LESSON: *Accident Prevention in the Home*

BEHAVIORAL OBJECTIVES:

The student will tell 2 causes and 2 preventions of: falls, burns, poisoning, falling objects, cuts and abrasions; demonstrate 2 ways to obtain emergency telephone numbers.

CONTENT:

1) Causes of home accidents
2) Prevention of home accidents
3) Emergency telephone numbers

LEARNING ACTIVITIES:

1) Make a checklist to determine if a house is unsafe.
2) Tell 5 ways to make your home safer.
3) Make a safety notebook and include pictures of safe and unsafe house features, home safety equipment, articles about accidents in the home.
4) Tell and list specific dangers associated with different areas of the house.
5) Invite a fireman to speak on home fire safety precautions and how to extinguish grease, electrical and material fires.
6) Simulate extinguishing 3 types of fires discussed by fireman.
7) Arrange electrical cords safely in classroom and at home.
8) Hold fire drills at home and at school; demonstrate procedures to follow before leaving room or house.
9) Sort a collection of household supplies into toxic and non-toxic groups.
10) Using black contact paper, make skull and crossbone symbols to put on containers of toxic substances at home and in classroom.
11) Cut out red flame symbols and attach to flammable substances or containers at home or in classroom.
12) Sort a collection of household supplies into glammable and non-flammable groups.
13) Tell 4 ways to prevent falls in home.
14) Arrange storage of household supplies according to flammability.
15) To prevent accidents caused by falling objects, store heavy items on bottom shelves, light items on top shelves, turn handles in, etc.

LEARNING ACTIVITIES CONTINUED:

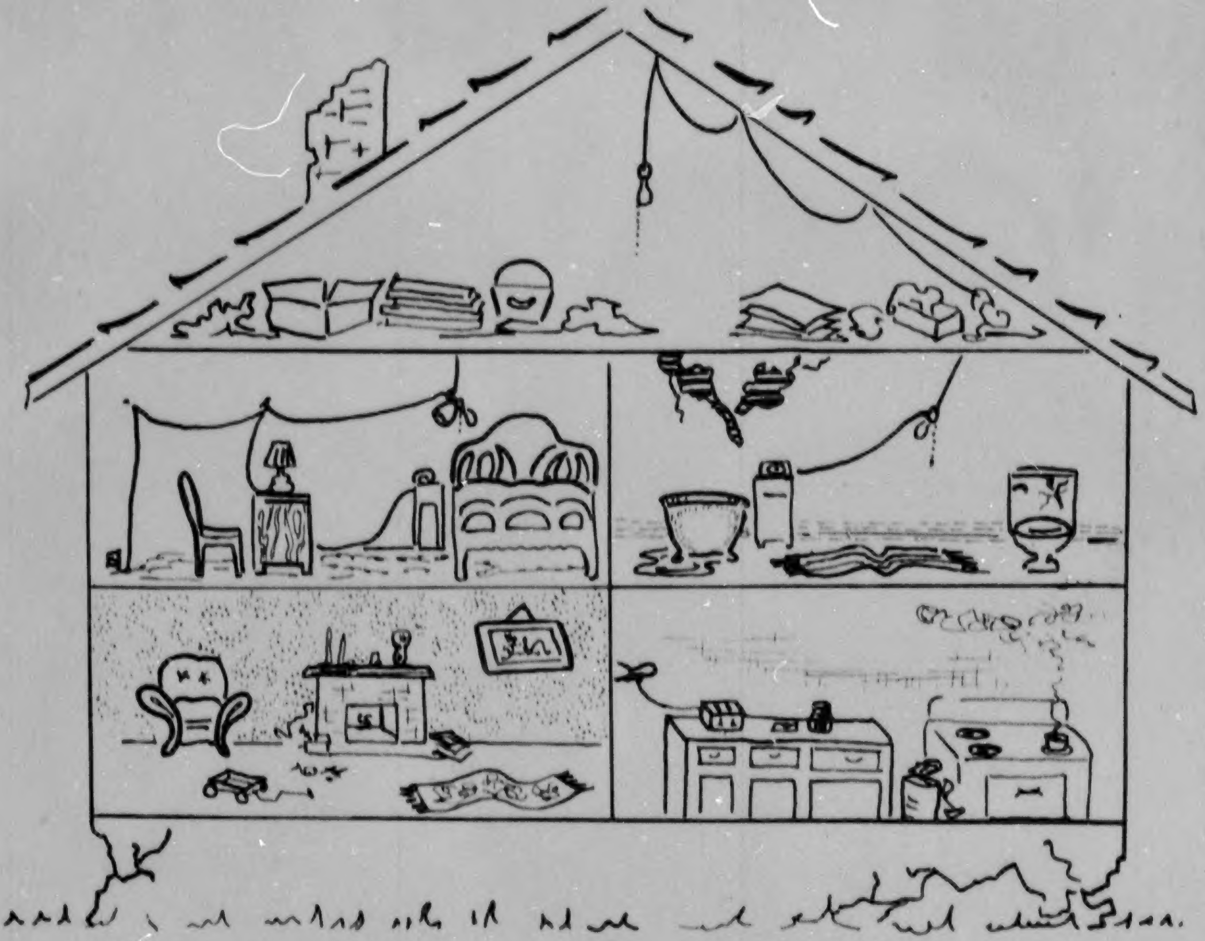
16) Tell 3 ways to prevent cuts and abrasions in home accidents.
17) Make holders for sharp knives from cardboard or wood.
18) Make 4 lists of emergency telephone numbers for home, school, notebook and wallet.
19) Use a teletrainer to simulate emergency telephone calls.
20) Invite a labor representative to disucss safety standards in industry.

RESOURCES:

#1, #14, #17, #19, #25

SAFETY AT HOME

The Facts: The homes in which we live should be places of safety and security and they can be if certain good rules of accident prevention are enforced. These are common-sense rules which, if followed, will prevent many home accidents. These rules are not always observed. As a result, home accidents annually cause as many deaths as the automobile. Falls are the leading cause of home accident deaths. Burns, scalds and explosions are next in order. Other important types of home accidents are the result of poisonings, discharge of firearms, suffocation and poisonous gas. In addition to these deaths and injuries, property damage from fire in the home is very high. Many of these fires can be prevented by avoiding the mistakes illustrated here.



UNIT: *Home Safety and Health*

LESSON: *Illness and Disease Prevention*

BEHAVIORAL OBJECTIVES:
Student Will
1. Tell and practice 4 minimum basic tasks of body care to promote good health.
2. Tell what three professionally given health exams are necessary each year or every two years.
3. Tell four ways to avoid catching colds.
4. Tell why humidity and temperature affect health.
5. List 7 immunization that all people should receive and which ones need repeated and when.

CONTENT:
1. Healthful body care.
2. Necessary health exams.
3. Preventing colds.
4. Humidity and temperature.
5. Immunizations and Tests:
    1. D.P.T.,
    2. Small Pox
    3. Polio
    4. Measles (Rubella or 3-day)
    5. Measles - (hard)
    6. Mumps
    7. Flu
    8. T.B.

LEARNING ACTIVITIES:
1. Person from state or county health department will discuss need for body care and emphasize discussion by growing cultures of bacteria removed from students arms, hands, hair; one culture before washing, and one culture after washing.
2. Make a checklist of basic body care routine and check daily.
3. Dentist or dental assistance discuss and demonstrate good oral hygeine techniques and use of disclosing tablets.
4. Practice flossing and brushing teeth.
5. Select pictures of proper clothing for different weather conditions to avoid catching colds.
6. Tell 4 ways to keep from spreading colds. Practice these continously throughout year using a check list weekly.
7. Cut out pictures of foods needed daily to prevent illness.
8. Select 10 basic daily exercises to help keep body in good condition.
9. Nurse discuss immunizations necessary and when and why to get them.

LEARNING ACTIVITIES CONTINUED:

10) Make a health care record and fill out completely. Decide upon a safe storage place.
11) Use the telephone book to look up the numbers of a general practitioner, an optometrist and a dentist.
12) Use a telephone book to look up the numbers of the services provided by the County or State Department of Health.

RESOURCES:

#1, #2, #3, #5, #6, #9, #22, #24, #26, #29, #30, #30b, #32

UNIT: *Home Safety and Health*

LESSON: *Healthful Home Living Conditions*

BEHAVIORAL OBJECTIVES:

The student will:

1) identify health hazards from a chart of an unsafe home.
2) tell what could be done to eliminate health hazards.
3) tell ways to rid a house of rodents, insects and other pests.
4) use and store various pest control substances safely and correctly.

CONTENT:

1) Reduction of possible household hazards, e.g. clutter, faulty wiring, unsafe drinking water, leaky sewerage, inefficient heat system, poor insulation.
2) Arrange furniture to promote safety and healthy conditions.
3) Sanitary disposal of wastes and basic housekeeping
4) Maintenance of house: screen repair, plastering, filling holes, repairing cords

LEARNING ACTIVITIES:

1) Identify unsafe features from a chart of an unsafe house.
2) Using above chart, make weekly, monthly, daily and occasional schedules for minimum household tasks.
3) Invite a speaker from the city sanitation department to discuss the importance of housekeeping and disposal of wastes.
4) Dispose of the following safely: liquids, semi-liquids, tin can lids, broken glass and chicken bones.
5) Wash, disinfect and line with newspaper waste and garbage cans.
6) Locate local recycling centers and set up a class recycling schedule.
7) Ask a city building inspector to speak on minimum safety standards for a house.
8) Visit a house during construction at different stages andidentify safety precautions.
9) Invite someone from the Agricultural Extension Service to discuss common household pests, insects and rodents.
10) Find pictures of common local insects, rodents and pests and learn to identify by name.
11) Select correct insecticide or apparatus to eliminate these pests, etc.
12) Demonstrate safe and correct use and storage of pesticides and insecticides.

UNIT: *Home Safety and Health*

LESSON: *Healthful Home Living Conditons*

LEARNING ACTIVITIES:
(continued)

13. Find pictures of household equipment used to prevent common pests from entering.
14. Choose two of the following and demonstrate how to:
    - Mend a screen
    - Plaster a crack
    - Fill holes around plumbing
    - Repair an electrical cord
15. Make a container for storage of oily rags for own home.
16. Name two diseases transmitted by insects and rodents.
17. Decide on what common pest spread more disease than any other and tell 5 ways to reduce these pests.

RESOURCES:
1, 2, 7, 10, 11, 12, 13, 14, 16, 18, 19, 26, 30

UNIT: *Home Safety and Health*

LESSON: *Physical Illness*

BEHAVIORAL OBJECTIVES:

The student will:

1) tell 8 signs of physical illness.
2) tell when to use and demonstrate use of following health apparatus: heat pad, hot water bottle, ice pack, thermometer, humidifier
3) demonstrate 2 ways to get medical help by telephone and tell other ways to get help if a telephone is not available.

CONTENT:

1) Symptoms of illness
2) Health care apparatus
3) Pulse and temperature
4) Getting help in an emergency

LEARNING ACTIVITIES:

1) Invite school nurse to discuss symptoms of illness, demonstrate use of health care apparatus and show how to take a pulse.
2) Make a display of pictures depicting symptoms of illness
3) Tell 6 common signs of illness.
4) Practice preparing hot pack, hot water bottle and ice pack.
5) Discuss when to use hot and cold packs.
6) Discuss and list all information that should be recorded and given to doctor.
7) Make inexpensive home substitutes for hot water bottle and ice pack.
8) Teacher should make a large replica of a thermometer with a movable mercury line.
9) Tell 3 reasons why normal body temperature may fluctuate.
10) Practice using thermometer: cleaning, disinfecting, shaking, reading (some students may need magnifying glass).
11) If advised by a physician to do so, reduce temperature 2 ways safely.
12) Tell 3 safety precautions to take when using an electric heating pad or an electric humidifier.
13) Ask an inhalation therapist to speak about use of humidifier.
14) Tell 2 times when a moist cool humidity should be used.
15) Demonstrate use of cool air humidifier: setting up, filling, positioning, cleaning and storing.
16) Using local phone book, list emergency numbers in individual health record.

RESOURCE LIST

UNIT: *Health and Safety*

TEXT

1. Hayman, Howard S. Functional Health Teaching A.J. Nystrom S. Co. Chicago, Illinois.
2. Barclay, Marion S. and Champion, Frances, Teen Guide to Homemaking McGraw Hill, San Francisco 1967.
3. Fleming, Mary Owens and Benson, Marion G., Home Nursing Handbook, D. C. Health and Company, Boston 1966.

BOOKLETS AND PHAMPHLETS

4. "When Baby is Ill" Johnson and Johnson Company, New Brunswich, N.J. (a phamphlet)
5. "Old King Cold" American Medical Association (a phamphlet - 10c).
6. "A New Look at the Common Cold" and "The Common Cold", Winthrop Laboratories.
7. "Poison and You" Channing L. Bete Co Inc. Greenfield, Mass. 1974(a scripto-graphic booklet).
8. "About Babysitting" Channing L. Bete Co, Inc. Greenfield, Mass., 1974 (a scripto-graphic booklet).
9. "You and Your Teeth", Channing L. Bete Co., Inc. Greenfield, Mass., 1974 (a scripto-graphic booklet).
10. "Home Sanitation", No F.S. 2.50: 39/3 U.S. Government Bulletin.
11. "Control of Rats and Mice", No. F.S. 2.60/7: R18 U.S. Government Bulletin.
12. "Rats, Let's Get Rid of Them" I 49.4 22/2.
13. "Stop Rats", F.S. 2.50: 142.
14. "Accidents and Children", Children Bureau, U.S. Department Health and Welfare, Folder #48-1963, (a booklet).
15. "Standards of Child Care," by A. James Hesskfeld, Central District Health Department #5, Boise, Idaho.
16. "Controlling Insect Pests of Home-Stored Foods," U.S. Department of Agriculture, local extension service, (a phamphlet).
17. "Safety Checklist" National Safety Council, (a phamphlet).
18. "Locked Up Poisons-Prevent Tragedy" National Planning Council for Poison Prevention, (a phamphlet).
19. "Are You Sure Your Home's Safe" The Prudential Insurance Company, Los Angeles, California. (a checklist-hpamphlet).
20. "About Babysitting," Boise Association of Independent Insurance Agents.
21. "How to Keep Your Body Safe" Central District Health Department, Boise Idaho.
22. "Classroom Dental Health Program," Dental Health Section, Idaho Department of Health, Boise, Idaho (a complete teacher training outline).

RESOURCE LIST (CONTINUED)

UNIT: *Health and Safety*

23. "Hospital Emergencies" St. Alphonsus Hospital, Boise, Idaho.
24. From Central District Board of Health, Boise, Idaho.
    a. "Your Health Department-People Serving You"
    b. "Visiting Nurse Association"
    c. "Child Health Conference Record"
    d. Phamphlets on various communicable diseases; Tetanus, Rubella, Influenza, Infectious Hepatitis, Infectious Mononucleosis.

PERIODICAL

25. "Safeguarding Your Home" and "Help for House Hazards", Readers Digest 3/75

WORKBOOKS

26. Hudson, Margaret W. and Weaver, Ann A., Plans for Living series, Your Guide to Health and Safety, Fearon Publishers, Polo Alto, Cal.

FILMS

27. "Mulligan Stew" a 4-H expanded nutrition program. U.S. Department of Agriculture or local extnesion service.
28. "Neat is Not a Dirty Word" (for boys) and "Neat is a Girls World." (for girls), Gilette Company.
29. "Common Sense-Common Health" Health systems Inc., 3132 West State, Boise, Idaho (series of 10 films).
30. All of the following films are free from:
    Catalogue:
    Educators Guide to Free Films, 32nd edition, Educators Progress Serivce, Inc., Randolph, Wisconsin.
    a. "The Pursuit of Cleanliness" P. 293 Ed. Guide.
    b. "What Will Poor Robin Do then" P. 293 Ed. Guide, (immunizations).
    c. "Wacky Tale of Wilfred Wickenbust, P. 302, (immunizations) (General healthcare).
    d. "The Fitness Chalange" P. 208, (exercise).
    e. "Take Time for Your Teeth" P. 299 (dental).
    f. "Gate way to Health" P. 282 (dental)
    g. "A Dentist in the Classroom" P. 277 (dental).
    h. "Merlin Plans Ahead" P. 284 (dental).

OTHER RESOURCES

31. D.F. Engleking, "Safety Education in Idaho Schools" Department of Education Boise Idaho. (a curriculum guide)
32. "Communicable Disease Guideline for Schools" Central District Health Department, Idaho Board of Health, Boise Idaho. (a wall chart)
33. "Life Management Skills for the Handicapped and Disadvantaged" State Board for Vocational Education, Boise, Idaho. (a curriculum)

*34. Film - It Must Be the Neighbors, No. 148 - to: Librarian, Rm. 316, St. Alphonsus Annex, Department of Health and Welfare, Statehouse Mail, Boise, Idaho 83720.

INTRODUCTION

UNIT: *First Aid*

Perhaps the most effective first aid that a handicapped person can give is getting help as quickly as possible. Some handicapped students are, however, capable, of giving limited first aid. The very basics are, therefore, covered in this unit.

By expanding the ~~cont,~~ sections of this unit, disadvantaged students may have sufficient learning experiences to give him/her enough self-assurance and background to complete the Red Cross First Aid Course taught by certified instructors. The learning activities for the handicapped are mainly role-playing and simulated activities which purport to set a scene for actual experiences in dealing with emergencies.

The resources used are limited but the first one, "Can You Give First Aid?" gives a broad summary of basic first aid. The second resource, Standard First Aid and Personal Safety, must be understood thoroughly by the teacher before s/he teaches the unit. The third resource, a series of 4 books entitled Basic First Aid, has excellent cartoons to illustrate basic first aid. The series is written in programmed format and has feed-back after each section. The series is a very good source of ideas to develop into role-playing and simulated activities.

It is of great importance that the teacher make each student fully aware that first aid can either save lives if administered correctly or cause deaths if improperly administered.

PRE/POST TEST /H/

UNIT: *First Aid*

1) Explain the phrase "first aid".
2) What does this mean: "He went into shock after the air plane crash."
3) Tell 3 signs of shock.
4) Tell 2 ways to control excessive bleeding.
5) Select 6 items from the following list which should be taken in a back-pack on a camping trip:
   a. list 20 items, to include hydrogen peroxide, gauze, scissors, needle, tweezers and adhesive tape (the items which should be packed)
6) Should iodine or merthiolate be poured onto an open cut?
7) What antiseptic can be used on an open cut?
8) If someone breathed in water while swimming, should you place him/her on the side, the back or the stomach?
9) Is it always correct to make a person who swallowed a toxic substance to vomit?
10) You should throw away the container which held the toxic substance. True or False.
11) You should make a person walk on a sprained or broken ankle. True or False.
12) Rubbing butter on a minor burn is the best first aid. True or False.
13) You always should wash your hands before treating a serious burn. True or False.
14) How can you dislodge an object which is stuck in an infant's throat?
15) To stop a nose bleed, put your head lower than the rest of your body. True or False.
16) Bites should be washed with __________ and __________.
17) What disease can be spread by dog bites?
18) If you are with a friend who has been bitten by a rattlesnake, you both should go for help. True or False.
19) What common kitchen substance will ease the sting of insect bites?
20) If a person is unconscious, give him/her some water. True or False.
21) If a person is unconscious and has a flushed face, cover him/her with a blanket. True or False.

PRE/POST TEST /D/

UNIT: *First Aid*

This is a written test.

1) The first step to take to stop severe bleeding is:
    a. direct pressure on the wound
    b. elevate the wound
    c. pressure point on artery
2) After the first bandage becomes soaked with blood,
    a. remove it and put a new one on the wound
    b. put a new bandage on top of the old
3) Which of the following bites could cause rabies?
    a. dog bites b. cat bites c. human bites d. all of these
4) To remove an object from the eyes....
    a. use a Q-tip
    b. rub the eye
    c. flush with water
5) To stop a nosebleed....
    a. pinch nose b. put head back c. insert nose plugs
6) The first step to prevent shock is to...
    a. put cold towels on the victim's head
    b. keep the victim lying down
    c. give the victim something to drink
7) A person usually will die if he doesn't breathe for....
    a. 4-6 minutes b. 8-10 minutes c. 10-12 minutes
8) Name 3 poisonous substances or articles you have at home.
9) If a child has swallowed gasoline....
    a. make him vomit b. don't make him vomit
10) Which of these spiders is not poisonous?
    a. female black widow b. brown recluse c. yellow-bellied long-legged spider
11) Marijuana is not harmful to your body. True or False.
12) L.S.D. is a hallucinogen. True or False.
13) Alcohol is a depressant. True or False.
14) Goofballs, yellow jackets and red devils are...
    a. uppers b. downers c. hallucinogens
15) Which drug can cause flashbacks?
    a. marijuana b. L.S.D. (acid) c. heroin
16) Bennies, pep pills and speed are all....
    a. uppers b. downers c. hallycinogens
17) The first step in treating a 1st or 2nd degree burn is to....
    a. apply a clean dry bandage
    b. break the blisters
    c. put burned area under cold water

PRE/POST TEST CONTINUED

18) If there is a grease fire in a pan, you should....
    a. put water on it
    b. put a lid over the pan
    c. call the Fire Department

19) When a person's fingers are frostbitten....
    a. place fingers in warm water
    b. rub fingers together
    c. place fingers in cold water

20) What may be the problem if body temperature is high and skin is red, hot and dry?
    a. heat exhaustion b. heat stroke c. heart attack

21) What is wrong if body temperature is normal, skin is pale and person is perspiring?
    a. heat stroke b. heat exhaustion c. heart attack

22) To prevent fainting, person should lay down and put head between knees. True or False.

23) If a person has an epileptic attack, the first thing to do is....
    a. move so that s/he doesn't hurt you
    b. cover him/her to keep him/her warm
    c. remove nearby objects

24) A person has been injured in a car accident. You should....
    a. move him/her to a warm place
    b. keep him/her laying still
    c. ask him/her to move legs to see if they are broken

PRE/POST TEST

UNIT: *First Aid*

This is a practical test. Students may use whatever is available.

1) Apply direct pressure to stop bleeding from an upper arm for 1 minute and then bandage.
2) Apply pressure to the brachial artery to stop bleeding at the wrist.
3) Demonstrate on a doll correct artificial respiration procedures.
4) Treat a person who has chest injuries for shuck.
5) Treat a person for 2nd degree burns on his hands.
6) Take someone's pulse with a watch.
7) Bandage a knee.
8) Anchor a bandage.
9) Apply a figure eight bandage with a cravat.
10) Put a splint on an upper arm and apply a sling.
11) Apply a leg splint.

SAMPLE: DAILY LESSON PLAN

UNIT: *First Aid*

LESSON: *Poisoning*

LEARNING ACTIVITIES:

1) Select a variety of household cleaners, car care products, lawn and garden products and medicines.
2) Practice reading the labels on the above products.
3) Cut out "Skull and Crossbones" symbols from black self-adhesive paper and put on the containers which hold toxic substances.
4) Select a safe storage place for toxic substances.
5) Decide upon and make a safe storage container for common medicines and vitamins.
6) Decide upon and list what information should be given to the doctor when someone has swallowed a toxic substance. Included should be data on the person's age, address, what substance was swallowed, how much was swallowed and what has been done since.
7) Write numbers of persons and places to call in case of an emergency.
8) Using a teletrainer, simulate emergency phone calls.

TOOLS AND EQUIPMENT:

teletrainer or play phone, telephone book, chalk, chalk board, cardboard box or wooden box with lock

SUPPLIES:

household cleansers
car care products
lawn and garden products
medicines and vitamins
contact paper

SAFETY:

Storage of flammable products
Storage and handling of pressurized cans
Handling of scissors

VOCABULARY:

flammable, non-flammable, pressurized, poison, toxic, aspirin, vitamins, minerals, detergent, bleach, pesticide, insecticide, police, fire, ambulance

UNIT: *First Aid*

LESSON: *Introduction*

BEHAVIORAL OBJECTIVES:

The student will:

1) orally define first aid.
2) tell 4 reasons to give first aid.
3) tell what to do when s/he encounters an emergency.

CONTENT:

1) Definition of first aid
2) Reasons for first aid
3) Urgent care for restoration of breath, controlling bleeding, shock and poisoning
4) Getting help
5) Information to give when getting help
6) Assuring patient until help arrives

LEARNING ACTIVITIES:

1) Invite as speakers fireman, paramedic, national guardsman and an emergency ward nurse.
2) Conduct a discussion on first aid.
3) Display pictures of urgent care first aid.
4) Aska qualified first aid instructor to demonstrate urgent care first aid.
5) Display pictures of emergency situations.
6) Use a teletrainer to practice calling for help and giving information about an emergency over the phone.
7) Simulate 5 different emergencies and have students role-play the victims and the persons who give first aid.

RESOURCES:

#1, #2, #3
Refer to First Aid Unit for Disadvantaged Students for additional resources

UNIT: *First Aid*

LESSON: *First Aid Kit*

BEHAVIORAL OBJECTIVES:

The student will select the supplies and equipment needed for a first aid kit and will equip a first aid kit for the home.

CONTENT:

1) First aid equipment and supplies
2) Names of each piece of equipment
3) Correct storage

LEARNING ACTIVITIES:

1) Display first aid equipment and supplies.
2) Take a field trip to a drug store to price supplies and equipment.
3) Make a first aid kit for the classroom, car and back-pack.
4) Make flash cards which show the equipment and supplies for a first aid kit.
5) Teacher can fashion games to help learn to identify first aid equipment. Base these games on bingo, word search, hide 'n seek.
6) For additional activities, see unit for disadvantaged students.

TARGET POPULATION /H/

UNIT: *First Aid*

LESSON: *Shock*

BEHAVIORAL OBJECTIVES:

The student will tell the signs of shock and demonstrate the treatment.

CONTENT:

1) 4 signs of shock
2) 5 things to do
3) 4 things not to do
4) Getting help

LEARNING ACTIVITIES:

1) Discuss when shock can occur.
2) Explain why shock is serious.
3) Tell and show 5 things to do to lessen shock.
4) Tell 4 things the person giving first aid should never do.
5) Role-play situations calling for first aid treament for shock.
6) See unit for disadvantaged.

RESOURCES:

#1, #2, #3

TARGET POPULATION E

UNIT: *First Aid*

LESSON: *Bleeding*

BEHAVIORAL OBJECTIVES:

1) The student will demonstrate ways to stop bleeding, such as direct pressure, pressure points and elevation.
2) The student will understand why a tourniquent should not be used.

CONTENT:

1) Direct pressure
2) Chart of pressure points
3) Elevation of extremities

LEARNING ACTIVITIES:

1) Discuss accidents which might cause excessive bleeding.
2) Discuss why immediate treatment is vital.
3) Describe 3 specific procedures to stop bleeding.
4) Practice direct pressure, pressure points and elevation of extremities on other students or on a doll.
5) Discuss which is more important in control of excessive bleeding: speed or cleanliness
6) Simulate wounds and role-play situations involving victims and person who gives first aid treatment.

RESOURCES:

#1, #2, #3
#3 has cartoons which illustrate the pressure points

UNIT: *First Aid*

LESSON: *Respiratory Emergencies*

BEHAVIORAL OBJECTIVES:

The student will demonstrate on a doll the correct procedure to dislodge an object or water from the throat or lungs and give mouth-to-mouth resuscitation.

Consider carefully the individual abilities of the students.

CONTENT:

1) Cleansing the air passage of an object
2) Clearing lungs of water
3) How to position patient
4) Mouth-to-mouth resuscitation
5) Treat for shock
6) Getting help

LEARNING ACTIVITIES:

1) Display diagrams of adult and infant lungs.
2) Display charts and diagrams showing how to position patient.
3) View the film "Breath of Life".
4) Tell how to dislodge an object from an infant and an adult.
5) The teacher or a lifeguard will demonstrate how to remove water from the lungs.
6) Practice mouth-to-mouth resuscitation on a doll.
7) The teacher or a qualified instructor should demonstrate mount-to-mouth resuscitation.

RESOURCES:

#1, #2, #3
"Breath of Life", film, Department of Health, 608 Main Street, Caldwell, Idaho (or local offices)
a life-size doll available from school nurse or health class

TARGET POPULATION /E/

UNIT: *First Aid*

LESSON: *Poisoning*

BEHAVIORAL OBJECTIVES:

The student will demonstrate the correct first aid procedures used to treat a person who has been poisoned.

CONTENT:

1) Dilute poison with water or milk
2) Get hlep
3) Treat for shock
4) Save container

LEARNING ACTIVITIES:

1) Discuss causes and prevention of poisoning.
2) Simulate or role-play first aid treatment for poisoning.
3) Practice reading labels on containers; if student cannot read the words, have him/her practice reading the letters aloud.
4) Using the teletrainer, simulate making emergency calls reporting a poisoning incident.
5) Make a bulletin board display showing pictures of toxic substances.
6) Put skull and crossbone symbols on containers holding toxic substances.

RESOURCES:

#1, #2, #3
Refer to Accident Prevention Lesson of the *Home Safety and Health* Unit.

UNIT: *First Aid*

LESSON: *Broken Bones*

BEHAVIORAL OBJECTIVES:

The student will tell the signs of broken bones and describe the correct procedures to follow for first aid treatment of them.

CONTENT:

1) Signs of broken bones
2) Stopping bleeding
3) Immobilizing break
4) Reducing swelling
5) Treat for shock
6) Getting help

LEARNING ACTIVITIES:

1) Invite a person who gives a certified first aid course to demonstrate how to splint breaks, etc.
2) Teach 4 specific signs of breaks.
3) Teach 2 specific things which should not be done to patient.
4) Tell what can be done to reduce swelling.
5) Demonstrate the correct use of an ice pack or cold towels.

RESOURCES:

#1, #2, #3

TARGET POPULATION /E/

UNIT: *First Aid*

LESSON: *Burns*

BEHAVIORAL OBJECTIVES:

The student will:

1) demonstrate the correct first aid procedures to follow to treat minor burns and sunburns.
2) demonstrate correct procedures to follow to treat major burns.

CONTENT:

1) Extinguishing fire
2) Washing own hands
3) Cutting away clothing from burns
4) Covering or cleansing burned area
5) Getting help
6) Treat for shock

LEARNING ACTIVITIES:

1) Invite a fireman to speak to students.
2) Discuss ways to extinguish a fire.
3) Discuss the need for the first aider's hands to be clean.
4) Tell when a burn should be cleansed under running water.
5) Tell when a burn should not be cleansed but rather covered with a clean sheet or towel.
6) Tell the treatment for shock and why it is necessary.

RESOURCES:

Reader's Digest

TARGET POPULATION B

UNIT: *First Aid*

LESSON: *Specific Injuries - Eye, Ear, Nose and Throat*

BEHAVIORAL OBJECTIVES:

The student will demonstrate the correct first aid procedures to follow to remove foreign objects from the eye, ear and throat; demonstrate the correct first aid procedures to follow to stop a nose bleed.

CONTENT:

1) Removing foreign object from eye
2) Removing foreign object from adult's and infant's throats.
3) Dangers involved in removing foreign objects from the ear
4) Stopping a nose bleed

LEARNING ACTIVITIES:

1) Tell what items are suitable for use in removing a foreign object from the eye.
2) Demonstrate how to use a handkerchief to remove a foreign object from the eye.
3) Demonstrate the use of an eyecup.
4) Explain why a person who is choking should not be hit on the back.
5) Demonstrate how to help a baby dislodge a swallowed object.
6) Demonstrate the best way to stop a nose bleed.
7) Tell dangers involved in removing a foreign object from the ear.

UNIT: *First Aid*

LESSON: *Insect Bites, Animal Bites, Snake Bites*

BEHAVIORAL OBJECTIVES:

The student will demonstrate correct first aid procedures to follow to treat insect, animal and snake bites.

CONTENT:

1) Clean the bitten area
2) Remove the insect
3) Apply a paste of soda and water
4) In case of snake or poisonous insect bite, lower the affected area
5) Get hlep and notify police in case of an animal bite

LEARNING ACTIVITIES:

1) Discuss the importance of cleansing the affected area.
2) Tell of 1 disease transmitted by infected animals.
3) Practice making a paste of soda and water.
4) Tell how to use oil to remove a tick.
5) Look up the telephone numbers of the police and the dog pound.
6) Demonstrate and discuss the treatment of snake bite.
7) Discuss the dangers inherent in using a restricting band on a snake bite.
8) Invite a speaker from the Departments of Forestry or Agriculture to discuss and display local insects and snakes. Have him/her discuss the first aid treatment for either type of bites.

TARGET POPULATION /E/

UNIT: *First Aid*

LESSON: *Treating an Unconscious Person*

BEHAVIORAL OBJECTIVES:

The student will tell by what symptoms to determine if an unconscious person should be kept warm or cold; the student will know how to obtain help for an unconscious person.

CONTENT:

1) Review mouth-to-mouth resuscitation
2) Review the terms "pulse", "flushed", "pale"
3) Cool the potient if s/he is flushed and has a strong pulse
4) Warm the patient if s/he is pale and has a weak pulse
5) Do not give anything to drink
6) Turn the victim's head

LEARNING ACTIVITIES:

1) Display pictures of people who are flushed and who have pale faces.
2) Practice taking pulses.
3) Tell how to cool a person without chilling him/her.
4) Explain why drink should not be given.
5) Explain why the head should be turned.

UNIT: *First Aid*

LESSON: *Convulsions*

BEHAVIORAL OBJECTIVES:

The student will tell what the signs of convulsions are and what should and should not be done to aid the victim.

CONTENT:

1) Signs of convulsions
2) What should be done
3) What should not be done
4) Getting help

LEARNING ACTIVITIES:

1) Tell 4 signs of convulsions.
2) Tell 4 specific things which should not be done to aid victim.
3) Tell 4 specific things which should be done to aid victim.

RESOURCE LIST

UNIT: *First Aid*

1) Can You Give First Aid?, Frances M. Bontranger, New Readers Press, Syracuse, New York 1969
2) Standard First Aid and Personal Safety, American Red Cross, Library of Congress number 73-76726, Washington, D.C., 1973
3) Basic First Aid, Books 1, 2, 3, 4, American Red Cross, Doubleday and Company, Inc., Garden City, New York 1972
4) Simulated adhesive wounds available from local nursing schools or the Office of Civil Defense
5) Teletrainers, available from local telephone company

CONSTRUCTION AND REMODELING

INTRODUCTION

UNIT: *Exterior Home Maintenance*

Designed to develop normal dexterity skills for handicapped students with the emphasis on practical home repairs. The lessons are simple outlines of areas to cover and each lesson may vary from one day to a month in length.

The most useful activity is hands-on experience by repairing homes of students and elderly persons in the community. It is a real ego-builder for the students to help someone else.

PRE/POST TEST

Unit: *Exterior Home Maintenance*

1) Name two types of roofing surfaces.
2) Point to a tool and give its name and use (use tools from a list and a table display).
3) Name three ingredients that are necessary to make cement.
4) What is a vent used for:
5) What is caulking?
6) Name three types of siding?
7) Name three places where flashing is used.
8) Name two uses of paint.

UNIT: *Exterior Home Maintenance*

LESSON: *Roofs*

BEHAVIORAL OBJECTIVES:

1) Each student will identify verbally two types of roofing surfaces shown to him/her.
2) Each student will install asphalt shingles on a 4' X 8' area roof.

CONTENT:

1) Safety
    a. ladder
    b. walking on roofs
    c. dropping objects off roof
    d. shoes
2) Roofing material
    a. types: advantages and disadvantages
    b. laying shingles and felt
3) Locating damage
    a. leaks: locating and repair
    b. missing shingles
4) Tools and Supplies
    a. hammers, nails, apron, roofing knife, asphalt cement
    b. care and maintenance

LEARNING ACTIVITIES:

1) Visit a lumber yard to inspect roofing materials and purchase them.
2) Practice by laying shingles on a 4" X 8" piece of plywood.
3) Visit construction sites to observe roofers at work.

RESOURCES

#1 -
#2
#3
#6

TARGET POPULATION E

UNIT: *Exterior Home Maintenance*

LESSON: *Gutters and Downspouts*

BEHAVIORAL OBJECTIVES:

Student will:

1) clean debris from a gutter and downspout.
2) repair a hole in a gutter.
3) construct a splash block.

CONTENT:

1) Safety
    a. ladder
    b. sharp edges
    c. wet surfaces
2) Repair
    a. straightening
    b. tightening
    c. leaks at seams and holes, epoxy cement, caulking, solder
3) Splash Blocks
    a. purpose
    b. construction
4) Installation
    a. tools
    b. procedures
5) Leaf Strainers
    a. installation

LEARNING ACTIVITIES:

1) Practice installing gutter and downspout on plywood.
2) Install gutter and downspout on projects - doghouse and toolshed.
3) Construct a splash block for the student's home.
4) clean gutters for people in the community.
5) Install leaf strainers on a gutter.

RESOURCES

#1
#2
#3

UNIT: *Exterior Home Maintenance*

LESSON: *Ventilation Louvers*

BEHAVIORAL OBJECTIVES:

Student will:

1) clean out a foundation vent.
2) install an attic vent.

CONTENT

1) Vents
    a. foundation
        1. types
        2. installation
    b. attic or roof
        1. types - fans and stationary
        2. installation
    c. purpose
    d. cleaning
    e. repair
        1. leaks - caulking, types and application
    f. bug screens for vents

LEARNING ACTIVITIES:

1) Have students locate vents on a house.
2) Practice installing louvers on plywood.
3) Practice using caulking gumand putty knife.
4. Display types of vents or visit a lumber yard.

RESOURCES

#1
#2
#3
#6

TARGET POPULATION /E/

UNIT: *Exterior Home Maintenance*

LESSON: *Siding*

BEHAVIORAL OBJECTIVES:

Student will:

1) name three types of siding.
2) install two types of siding on a wall.

CONTENT:

1) Types and advantages
    a. clapboard, shiplap, shingle, shakes, tongue and groove, asbestos, facia, aluminum
2) Protection of siding
    a. before and after installation
3) Subsurface
    a. plywood, sheathing, felt paper
4) Repair
    a. locating leaks, loose boards, blistering
    b. fixing

LEARNING ACTIVITIES:

1) Visit a lumber yard to obtain various types of siding.
2) Walk around town and have students identify types of siding on houses.
3) Put siding on projects such as a doghouse, a toolshed.
4) Community improvement projects started working on siding on houses of elderly people.
5) Apply siding to sheets of plywood.
6) check houses for damage and repair damage.

RESOURCES

#1
#2
#3

TARGET POPULATION E

UNIT: *Exterior Home Maintenance*

LESSON: *Wall Repair*

BEHAVIORAL OBJECTIVES:

Student will:

1) fill a hole in a concrete surface.
2) name two types of fillers for cinder blocks.

CONTENT:

1) Common problems and causes when working with cement
2) Types of compounds to fill cracks and holes
    a. epoxy filler
    b. cement and sand mixtures
    c. caulking
3) Surface preparation
    a. cleaning
    b. enlarging crack or hole
4) Tools
    a. chisels, trowels, hammers, striking tools
    b. cleaning
5) Mixing and applying compounds
    a. how to apply
    b. when to apply
    c. how much to apply
6) Outside wall damage

LEARNING ACTIVITIES:

1) Compile a trouble-shooting checklist of common problems and causes.
2) Check basement walls and foundations for damage.
3) Practice mixing mortars and applying to cracks in sidewalks and floors.
4) Repair damaged outside walls on school and homes in the community.

RESOURCES

#1
#3
#6

UNIT: *Exterior Home Maintenance*

LESSON: *Flashing*

BEHAVIORAL OBJECTIVES:

Student will:

1) verbally name three places on a roof where flashing is used.
2) apply flashing around a vent pipe.

CONTENT

1) Location of flashing areas
   a. vent pipes and vents
   b. chimneys
   c. valleys
   d. skylights
2) Finding leaks
   a. corrosion on metal
   b. water marks
3) Repair
   a. caulking
   b. patching or sealing with asphalt

LEARNING ACTIVITIES:

1) Practice cutting flashing material.
2) Caulking edges and glueing to a board.
3) Check buildings in community for leaks and repairs.

RESOURCES

#1
#2
#3
#5

TARGET POPULATION /E/

UNIT: *Exterior Home Maintenance*

LESSON: *Painting*

BEHAVIORAL OBJECTIVES:

Student will:

1) prepare an 8' X 10' surface of a house for painting.
2) paint an 8' X 10' surface of a house.

CONTENT:

1) Tools and equipment
2) Safety
3) Surface preparation
4) Application procedures
5) Clean-up
6) Paint selection

LEARNING ACTIVITIES:

1) Practice on scrap wood and metal.
2) Visit lumber and paint stores.
3) See samples of paint.
4) Paint houses for elderly in the community.

Note: For more detailed instructions on painting, refer to unit on painting and wallpapering.

RESOURCES:

#1
#2
#3
#4

SUGGESTED EQUIPMENT, TOOLS & SUPPLIES

1. utility knife
2. roofing knife
3. hammers
4. crowbar
5. extension ladder and step ladder
6. chisels (wood and cold)
7. screwdrivers
8. metal snips
9. wheelbarrow
10. trowel
11. shovel
12. wire brush
13. caulking gun
14. handsaws
151 flashlight
16. asphalt cement
17. sand
18. gravel
19. concrete adhesive
20. nails
21. putty
22. caulking compounds
23. hardware cloth
24. bricks
25. mortar mix
26. cloth bag or gunny sack
27. rags or straw
28. files and rasps
29. nail sets
30. measuring tape

EXTERIOR HOME MAINTENANCE JOB CHECKLIST

Name: ______________________________ Instructor: ____________________

Job:	Date Completed	Comments
Safe use of equipment & tools		
Lay asphalt shingles		
Install flashing		
Clean gutter & downspout		
Construct splash block		
Clean vents		
Operate caulking gun		
Apply wood siding		
Mix concrete		
Mix mortar		
Construct chimney spark arrestor		
Patch concrete		

RESOURCE LIST

1) Readers Digest Complete Do-It-Yourself Manual, Readers Digest Association
2) Home Building and Maintenance, McKnight Publishing Company
3) Basic Home Repairs, Sunset Books, Lane Magazine and Book Company, Menlo Park, California 1971
4) Carpentry, R.J. DeCristoforo, Fawcett Publications, Inc., 1515 Broadway, New York, New York 10036
5) Better Homes and Gardens Handyman's Book
6) Manual of Home Repairs, Grossett and Dunlop Publishing Company

INTRODUCTION

UNIT: *Masonry*

The purpose of this unit is to introduce basic masonry skills to both handicapped and disadvantaged students. The first section, Concrete, has been written for both handicapped and disadvantaged students. Sections 2 and 3, Bricklaying and Stonework, have been written for disadvantaged students. Some handicapped children may be able to complete these lessons.

A pre/post test has been written for both Concrete and Bricklaying. A single resource list covers all three areas.

PRE/POST TEST

UNIT: *Masonry - Concrete*

This test is oral for handicapped children and written for disadvantaged children.

1) What is the difference between concrete and cement?
2) Name the two types of aggregate and give one example of each.
3) How is a concrete footing different from a concrete form?
4) Name the ingredients in all concrete.
5) How do you cure concrete? Does weather affect curing?
6) Name 4 tools needed to mix concrete by yourself.
7) Name 4 tools needed to place and finish a concrete sidewalk.
8) Explain how to reapir a crack in a concrete floor.
9) What is dusting? Can it be corrected: How?
10) How does pre-cast concrete differ from pre-mix concrete?

Disadvantaged only:

11) Estimate the amount of concrete needed to build a patio 10 feet square and 4 inches thick.
12) What mix would you choose to buy for the patio in number 11? List the materials and tools you would need to complete the job.

UNIT: *Masonry*

LESSON: *Concrete Tools and Safety*

BEHAVIORAL OBJECTIVES:

1) Student will name and describe the basic of tools for concrete work
2) Student will practice all safety regulations

CONTENT:

1) Concrete tools and their use
    a. Basic tools
        1. steel finishing trowel
        2. wood float
        3. trowel
        4. 4' spirit level
        5. metal wheelbarrow
        6. bucket
        7. 50' steel tape
        8. square blade shovel
    b. Special tools
        1. edger
        2. groover or joiner
        3. mason's line and pins or blocks
        4. strike-off board
        5. bull float
2) Safety equipment
    a. Safety glasses
    b. Waterproof gloves and boots

LEARNING ACTIVITIES:

1) Collect, label and display all basic tools as reference material during other learning activities.
2) Construct 1 strike-off board and 1 bull-float for each three students

RESOURCES

#1
#2

SAMPLE: DAILY LESSON PLAN

UNIT: *Masonry*

LESSON: *Basic Concrete Tools*

LEARNING ACTIVITIES:

1) Collect, label and display all basic tools.
2) Construct 1 strike-off board and 1 bull float for each 3 students.

TOOLS AND EQUIPMENT:

1. steel finishing trowel
2. wood float
3. trowel
4. 4' spirit level
5. bucket
6. 50' steel tape
7. square blade shovel
8. screwdriver
9. metal wheelbarrow
10. drill or hand brace and bit

SUPPLIES:

1. 2X4 15" long, not warped
2. 1X8 48" long
3. 1" dowel or broom handle
4. 2X2 18" long
6. three 2½" wood screws

for each three students

SAFETY:

1) Handling sharp tools
2) Lifting and bending properly
3) General emergency care

VOCABULARY:

trowel, spirit level

MATH:

1) Use catalog to figure approximately what the cost of a set of masonry tools would cost.
2) Review measuring materials for construction of tools.

UNIT: *Masonry*

LESSON: *Selecting Mixes and Storing Concrete Materials*

BEHAVIORAL OBJECTIVES:

1) Student will explain the purpose of each of the proper ingredients of concrete.
2) Student will store properly concrete materials and will explain why proper storage is necessary.

CONTENT:

1) Concrete ingredients
    a. Portland cement
        1. types
        2. colors
    b. Fine aggregate
    c. Coarse aggregate
    d. Water
2) Storing concrete materials
    a. avoiding dampness
    b. avoiding contamination
3) Mixes
    a. Ready mix
    b. Home mix of basic ingredients
    c. Dry mix (prepackaged)

LEARNING ACTIVITIES

1) Visit a Pre-Mix business or lumber yard to see how concrete ingredients are sold.
2) Select concrete ingredients needed for future projects (instructor will do the estimating of area and volume at this point).
3) Construct storage area for all concrete tools and materials. Set up an inventory system.

RESOURCES:

#1

TARGET POPULATION /B/ /D/

UNIT: *Masonry*

LESSON: *Forms for Concrete Projects*

BEHAVIORAL OBJECTIVES:

1) Student will construct three concrete forms for stepping stones.

CONTENT:

1) Type of concrete and tools needed
2) Separate forms
   a. bed preparation
   b. building of the form
      1. size
      2. shape
      3. material
   c. Pre-cast (decorative)
3) Slabs
   a. building forms
   b. prepare bedding
   c. cutting slabs
   d. storing slabs

LEARNING ACTIVITIES:

1) Student will construct three forms for stepping stones. Each student will make one 12" square stepping stone, one 12" diameter round stepping stone and one free-form stepping stone.
2) Student will name places where stepping stones could be used around the school.
3) Visit a garden store or building supply center to see the large variety of stepping stones commercially available.
4) Student will design a decorative mark with which to "sign" his stepping stones.

RESOURCES

#1

TARGET POPULATION /E/ /D/

UNIT: *Masonry*

LESSON: *Mixing, Placing, finishing and Curing Concrete*

BEHAVIORAL OBJECTIVES:

The student will:

1) cast stepping stones with concrete that the class has mixed from basic ingredients.
2) place and finish stepping stones.
3) cure stepping stones.

CONTENT:

1) Placing
    a. preparation to work
    b. striking-off (screeding)
    c. bull-floating
2) Finishing
    a. when to finish
        1. weather conditions
        2. air-entrained
    b. edging
    c. pointing (note necessary in current Learning Activity)
    d. floating
        1. metal floats
        2. wood floats
    e. troweling
        1. first troweling
        2. second troweling
3) Curing
    a. purpose
    b. time
    c. methods

LEARNING ACTIVITIES

1) Follow steps of placing, finishing and curing stepping stones.
2) Record each step photographically for future reference.
3) Place identification mark on each stone.
4) Mix appropriate concrete and set a pole, a pipe or a post.

RESOURCES

#1

TARGET POPULATION D E

UNIT: *Masonry*

LESSON: *Repairing Concrete*

BEHAVIORAL OBJECTIVES:

1) Student will patch or correct three types of damage to concrete.

CONTENT:

1) Repair materials
    a. small jobs
        1. epoxy
        2. latex
    b. large jobs
        1. dry mix
        2. home mix
2) Common repairs
    a. surfaces
        1. floors
        2. steps
    b. cracks
        1. walls
        2. floors
    c. dusting

LEARNING ACTIVITIES:

1) On sample concrete surfaces (poor quality stepping stones), practice repairing cracks with both the wall and floor methods.
2) Check school area for needed concrete repairs and determine materials and methods needed to make the repairs. Make some of the repairs.
3) Visit a remodeling site to see workmen repairing concrete surfaces.

RESOURCES:

#1

UNIT: *Masonry*

LESSON: *Precast Concrete Products*

BEHAVIORAL OBJECTIVES:

Student will:

1) identify types of precast concrete products.
2) participate with class in two projects using precast concrete products.

CONTENT:

1) Use of precast concrete products
2) Types of precast concrete products
3) Placing precast concrete products
    a. ornamental single items
    b. walls and patios
    c. other
4) Constructing a wall of precast concrete products
    a. footing
    b. building line
    c. mortar
    d. leveling
    e. finishing

LEARNING ACTIVITIES:

1) Class will construct a small patio area using their own cast stepping stones or commercially precast stones.
2) Visit building supply center or garden center to see all the various precast products.
3) Place a bird bath, garden bench or other ornamental precast concrete product at school or in a park. Park maintenance usually has a number of such items that must be replaced after winter damage or vandalism.
4) Build a small decorative block screen around a garbage can area at school, park or home.

RESOURCES

#1
#2
#3

TARGET POPULATION E B

UNIT: *Masonry*

LESSON: *Reinforced Concrete*

BEHAVIORAL OBJECTIVES:

The student will identify three common types of concrete reinforcement and will state the reason why each method is used.

CONTENT:

1) Materials for reinforcing concrete
    a. bars
    b. wire
    c. rods
2) Types of reinforcement
    a. corner reinforcement
    b. beam reinforcement
    c. post or column reinforcement

LEARNING ACTIVITIES:

1) Visit large construction project (large building, bridge, freeway) to observe types of reinforcing materials being used.
2) Build the form and construct a post at least 3' long and 10" in diameter, or build parking lot curbs for the school parking lot.

TARGET POPULATION   D

UNIT: *Masonry*

LESSON: *Estimating*

BEHAVIORAL OBJECTIVES:

Student will estimate amount of concrete needed to construct:

1. 1 foot square, three inches thick
2. triangle 1 foot on each side, two inches thick
3. complex area, 1 inch thick

Student will choose the proper premix or home mix to construct:

1. a concrete wall subject to weather
2. a sidewalk
3. a foundation wall for a house

CONTENT:

1) Estimating area and volume
    a. square feet
    b. cubic feet
    c. cubic yard
2) Choosing the proper mix
    a. amount to be used
    b. area where concrete is to be used

LEARNING ACTIVITIES:

1) Estimate the amount and price of premix concrete to build the items listed in the first section of Behavioral Objectives.
2) Estimate the amount and price of premix concrete to build a patio 9 feet square and 4 inches thick.
3) Design and then estimate the amount and price of home mix concrete needed to build 60 free form stepping stones 2 inches thick.

RESOURCES:

#1
#2
#3

PRE/POST TEST

UNIT: *Bricklaying*

Demonstration and short answers

1) What are each of the following trowels used for in bricklaying:
    - a. strike
    - b. rake
    - c. standard

2) What are the following used for:
    - a. wide chisel
    - b. cape chisel
    - c. story pole
    - d. hawk

3) Name 3 types of bricks and state one use of each.
4) What is mortar made of?
5) Define:
    - a. course
    - b. bond
    - c. vapor barrier
    - d. pointing

6) Do the following:
    - a. build a 4'X4' common brick wall with running bond and weathered joints
    - b. repaint the brick sample given to you
    - c. reclaim the bricks given to you

UNIT: *Masonry*

LESSON: *Bricklaying Tools*

BEHAVIORAL OBJECTIVES:

Student will:

1) correctly identify the basic tools used in bricklaying.
2) use appropriate tools to take accurate measurements.

CONTENT:

1) Basic bricklaying tools
    a. trowels
        1. strike
        2. rake
        3. standard
    b. spirit level
    c. plumb bob
    d. jointer
    e. squares
    f. hawk
    g. builder's square
    h. story pole
    i. 50' steel tape
    j. mason's line and pins or blocks
2) Other tools
    a. bricklayer's hammer
    b. heavy-duty hammer
    c. wide chisel
    d. cape chisel

LEARNING ACTIVITIES:

1) Visit construction sites. Watch bricklayers at work.
2) Practice using level, squares and plumb bob on existing school walks. If walk is not square, level or plumb discuss reasons why this may be true.
3) Teacher will demonstrate the laying of a brick wall.

RESOURCES:

#2
#3
#4

TARGET POPULATION /D/

UNIT: *Masonry*

LESSON: *Bricklaying Products and Accessories*

BEHAVIORAL OBJECTIVES:

Student will:

1) identify different ways brick is used in the building trades.
2) identify different types of bricks.
3) name the components of mortar.

CONTENT:

1) Uses of bricks in building trades
    a. interior
    b. exterior
2) Types of bricks
    a. grades of common bricks
    b. facing bricks
    c. fire bricks
    d. reclaimed bricks
3) Mortar
    a. ingredients
    b. selection
        1. dry mix brick mortar
        2. masonry cement mortar
        3. cement-lime mortar
        4. colored
4) Cleaning products for bricks

LEARNING ACTIVITIES:

1) Visit a brickyard or a building supply center to see a variety of brick.
2) Collect, label and display samples of bricks available in local area.
3) Each student will clean 2 or 3 reclaimed bricks.
4) Clean the smoke stains off a brick fireplace.

RESOURCES:

#2
#3
#4

UNIT: *Masonry*

LESSON: *Preparing to Lay Brick*

BEHAVIORAL OBJECTIVES:

Student will:

1) identify at least 2 types of brick bonds and describe the purpose of each.
2) describe a vapor barrier and tell how it works and how it is made.
3) build a footing for a brick wall 4 feet long.
4) identify types of joints.

CONTENT:

1) Bonds
    a. stretchers and headers; bats and closers
    b. reason for bonds
    c. types of bonds
    d. corners and junction walls
2) Moisture barrier
    a. air moisture
    b. soil moisture
3) Planning and preparing a footing
4) Jointing (pointing)
    a. purpose
    b. types

LEARNING ACTIVITIES:

1) Student draws samples of different brick bonds.
2) Visit building where vapor barrier was inadequate. Record what is observed. Photograph if possible.
3) Build a footing for a brick wall 4 feet long (strength to be determined by instructor).
4) Collect materials and tools and review procedures for building project.

RESOURCES:

#2
#3
#4

UNIT: *Masonry*

LESSON: *Construction of Brick Wall*

BEHAVIORAL OBJECTIVES:

1) Student mixes mortar suitable for the samples and walls to be built.
2) Using 6 bricks in each sample, student will construct the following joints: flush, concave, weathered.
3) Student will construct a 4'X4' common brick wall with one corner, using running bond and flush joint.

CONTENT:

1) Review joints
2) Construction procedures

LEARNING ACTIVITIES:

1) Each student will mix mortar for his/her projects.
2) Each student constructs a six-brick sample of the following joints: flush, concave and weathered. Repeat until joints are judged acceptable by the instructor.
3) Student constructs a 4'X4' common brick wall with one corner using running bond and flush joint. Repeat until judged acceptable by the instructor.
4) Continue construction of 4'X4' walls using different joints.
5) Build a 4'X4' wall with a 2'X4' junction wall.
6) Check with schools or public institutions to see if a permanent structure could be built by a group of students.

NB: Mortar does not contain cement, thus allowing the wall to be torn down and the materials reused.

RESOURCES:

#2
#3
#4

UNIT: *Masonry*

LESSON: *Repairing and Repointing Brick Walls*

BEHAVIORAL OBJECTIVES:

Student will:

1) remove old mortar and replace it with new.
2) correct all efflorescence.
3) replace damaged brick.
4) remove water from cavity wall.

CONTENT:

1) Removing old mortar and bricks
    a. tools
    b. procedure
    c. safety
2) Repointing
    a. mixing new mortar
    b. preparing joint for mortar
    c. pointing
3) Efflorescence
    a. what it is
    b. how to correct
4) Removing water from cavity wall
5) Repairing cracks

LEARNING ACTIVITIES:

1) Practice repointing on demonstration walls or repair crumbling mortar at school or other public building.
2) Clean efflorescence from sample brick. If possible, class could clean a wall defaced by efflorescence.
3) Replace a brick on the demonstration wall.
4) Volunteer to do spring maintenance on all brick fireplaces or other small structures in city parks.

RESOURCES:

#2
#3
#4

CHECKLIST AND EVALUATION

BRICKLAYING

Student's Name:

Test Scores

Pre	Post

Comments:

Rating Scale:

1. superior knowledge
2. good knowledge
3. average knowledge
4. poor knowledge
5. inadequate knowledge

Can the student:	Before	After
Identify the basic tools commonly used by bricklayers?	1 2 3 4 5	1 2 3 4 5
Identify the variety of masonry products and accessories?	1 2 3 4 5	1 2 3 4 5
Mix mortar to a good consistancy using correct proportions of sand, lime and cement?	1 2 3 4 5	1 2 3 4 5
Lay bricks in the proper way, checking for plumb and level, and maintaining consistant spacing between joints?	1 2 3 4 5	1 2 3 4 5
Lay out brick?	1 2 3 4 5	1 2 3 4 5
Construct leads, checking for plumb and level at proper intervals?	1 2 3 4 5	1 2 3 4 5

	Before		After	
Use a masonry in the proper way?	1		1	
	2		2	
	3		3	
	4		4	
	5		5	
Understand the method of cleaning brick, such as brushing, scrubbing with acid and hosing?	1		1	
	2		2	
	3		3	
	4		4	
	5		5	
Understand the importance of keeping brick and blocks clean while laying?	1		1	
	2		2	
	3		3	
	4		4	
	5		5	
Understand and use proper clean-up of masonry tools and station?	1		1	
	2		2	
	3		3	
	4		4	
	5		5	

TARGET POPULATION /D/

UNIT: *Masonry*

LESSON: *Stonework*

BEHAVIORAL OBJECTIVES:

Student will:

1) identify types of natural stone used in building construction.
2) identify and learn the pointing of three classes of stonework.
3) demonstrate safe drilling and splitting of stone.
4) demonstrate cleaning of stonework.

CONTENT:

1) Buying stone
    a. natural
    b. artificial
2) Kinds of natural stone
3) Stonework construction
    a. rubble masonry
    b. ashlar
    c. trimmings
4) Drilling and splitting stone
    a. safety
    b. tools
    c. procedures
5) Cleaning
    a. stains
    b. polishing

LEARNING ACTIVITIES:

1) Visit quarry or building materials center to see types of local stone.
2) Plan a field trip to see a sample wall of each method of stonework pointing.
3) Practice drilling and splitting stone.
4) Clean and polish sample pieces of stone.
5) As a class project, build or repair a stone wall in a local park.

RESOURCES:

#2
#3
#4

RESOURCE LIST

1) Landscape Maintenance and Establishment: A Student Handbook, Pennsylvania State University, 1968.
2) Reader's Digest Complete Do-It-Yourself Manual, Reader's Digest Association, 1973.
3) Sunset Books, Lane Publishing Company, available at retail stores.
    a. Basic Home Repairs, Illustrated, $1.95
    b. Garden and Patio Building Book, $1.95
    c. Garden Pools, Fountains and Waterfalls, $1.95
    d. Ideas for Landscaping, new edition, $1.95
4) Booklets, leaflets and other free materials from building supply centers.

INTRODUCTION

UNIT: *Woodworking and Carpentry*

The purpose of this unit is to introduce both handicapped and disadvantaged students to the tools and procedures of beginning woodworking, and to introduce disadvantaged students to basic rough and finish carpentry. The emphasis is on basic knowledge of tool use, safety and procedures applicable to practical student projects. Some handicapped students may be able to complete the carpentry unit.

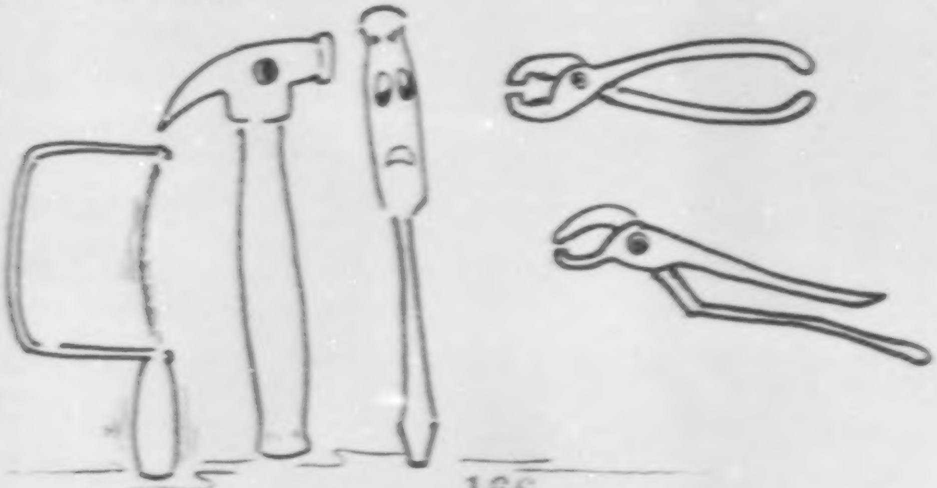
Some projects are listed under Learning Activities. Other projects can be found in the materials cited under the Resource List. Plans for basic projects are often available from local sources.

Resources are readily available. The filmstrips have proved to be quite successful when used with handicapped students although the cassette narration is too fast. Stanley safety and tool use charts are also successful. Handicapped students should have a copy of the workbook, What's in the Tool Box? All students should have a copy of the Stanley Tool Guide ($ .50).

For shop experiences, volunteer teachers or supervisors may be recruited from local volunteer agencies or from senior citizen groups. VISTA volunteers may be assigned to school programs as may CETA-funded persons. Programs which use volunteers must coordinate teaching methods carefully to avoid confusing the students.

Materials, especially scrap lumber and samples, may be available free or for a small price from building supply centers with an excess of such materials. Other scraps may be available at new construction sites or at the site of demolished buildings if you will haul them away.

Students may wish to try to sell their final projects as a shop fund money-raising project.



SAMPLE: DAILY LESSON PLAN

UNIT: *Woodworking*

LESSON: *Measuring tools*

LEARNING ACTIVITIES:

1) Name tools and practice reading their names.
2) Use tools to measure the rooms, tables, etc.
3) Practice drawing lines of a specified length.
4) Label the tools' storage places to aid reading and easy return to storage.
5) Do Unit I in the workbook, What's in the Tool Box?
6) Show the filmstrip, "Measuring and Layout Tools".

TOOLS AND EQUIPMENT:

1) Squares
    a. framing
    b. try
    3. combination
2) Rules and yardsticks

SUPPLIES:

1) labels
2) paper

SAFETY:

1) Avoiding pinches
2) Avoiding falls

VOCABULARY: tool names, angle, accurate, straight line, woodworking

MATH:

1) measuring

TARGET POPULATION /B/ /D/

UNIT: Woodworking

LESSON: Measuring and Layout Tools

BEHAVIORAL OBJECTIVES:

Student will:

1) use appropriate tools for accurate straight line and angular measurements.
2) use appropropirate tools for making accurate curved and irregular measurements.
3) practice safety with use of tools.

CONTENT:

1) Straight line tools
    a. squares
        1. framing
        2. try
        3. combination
    b. rulers
    c. tapes
    d. t-level
2) Curved and irregular lines
    a. dividers
    b. compass
    c. calipers
3) Marking tools
    a. pencil
    b. marking guage
    c. knife awl
    d. scratch awl
4) Squaring A line

LEARNING ACTIVITIES:

1) Practice measuring with different tools.
2) Arrange tool storage area and label each tool's storage place with the correct name.
3) View the filmstrip "Measuring and Layout Tools" from the Basic Tools for Woodworking set.
4) Use straight edge tools to mark cutting lines on scrap wood.
5) Use tools for curved lines to mark cutting lines on scrap wood.
6) Do Units 1 and 2 in What's in the Tool Box?
7) Clean tools and practice safety in handling.

__TARGET POPULATION__ /E/ /D/

UNIT: *Woodworking*

LESSON: *Tools for Assembly*

__BEHAVIORAL OBJECTIVES:__

Student will:

1) identify and state use of fasteners, driving tools, smoothing tools and clamps.
2) use assembly tools to complete a wood project.

__CONTENT:__

1) Smoothing tools
    a. chisels, piles, planes, surforms
    b. abrasive paper
    c. steel wool
2) Driving tools
    a. hammers and accessories
    b. screwdrivers
        1. conventional
        2. Phillips
        3. offset
        4. spiral
3) Clamps
    a. parallel jaw hand-screw
    b. c-clamps
    c. spring
    d. bar
4) Mechanical fasteners
    a. screws
    b. nails
    c. brads
    d. metal fasteners
    e. bolts
5) Adhesives
    a. glue
        1. white
        2. animal
        3. water proof
    b. contact cement
    c. epoxy

LEARNING ACTIVITIES:

1) Arrange tool storage area and label each tool's place with the correct name.
2) View "Tools for Assembly" from Basic Tools for Woodworking. What's in the Tool Box?, Units 4, 6, 11 and 12.
3) Make a collection of samples of abrasive paper and tell when each type is used.
4) Practice driving nails and placing screws in scrap lumber.
5) Practice using different adhesives and different clamps.
6) Each student will make a sanding block.
7) Each student will do a project using as many of the tools studied as possible (see 4-H project books and What's in the Tool Box? for suggestions).

RESOURCES:

#1
#2
#4
#5
#6
#7
#9
#16
#17
#18
#19

For projects:

#1
#3
#4
#7
#15
#19

TARGET POPULATION /E/ /D/

UNIT: *Woodworking*

LESSON: *Boring Tools*

BEHAVIORAL OBJECTIVES:

Student will:

1) use both hand and power boring tools.
2) identify and describe the use of common bits.

CONTENT:

1) Hand boring tools
   a. awl
   b. automatic drill
   c. brace
   d. depth guage
2) Electric boring tools
   a. hand drill
   b. drill press
3) Bits
4) Accessories for power drills

LEARNING ACTIVITIES:

1) Arrange tool storage area and label each tool's storage place with the correct name.
2) View filmstrip "Boring Tools" from the Basic Tools for Woodworking set. Do Units 5 and 16 in What's in the Tool Box?
3) Practice using each of the tools until the hole bored is deemed acceptable by the instructor.
4) Visit a large hardware store to view number of accessories available for a power drill.
5) Make a wooden trivet using all the tools introduced to date. Use the boring tools to create a design.
6) Make block candle holders by boring holes to hold different candles. Pieces of driftwood could be used for this project.

RESOURCES

#1
#2
#3
#4
#5
#6
#7
#9
#10
#15
#16
#17
#18
#19

TARGET POPULATION /E/ /D/

UNIT: *Woodworking*

LESSON: *Cutting Tools*

BEHAVIORAL OBJECTIVES:

Students will:

1) use tools for cutting, shaping and smoothing wood pieces.
2) use and maintain tools safely.

CONTENT:

1) Saws
    a. ripsaw
    b. crosscut
    c. hacksaw
    d. coping
    e. keyhole
2) Planes
    a. jack
    b. bench
    c. jointer
    d. block
3) Chisels
    a. socket
    b. tang
4) Gouges
5) Surforms
6) Files and rasps

LEARNING ACTIVITIES:

1) Arrange tool storage area and label each tool's storage place with the correct name.
2) View the filmstrip "Cutting Tools" from the Basic Tools for Woodworking set. Do Units 3, 7, 8 and 10 in What's in the Tool Box?
3) Use each type of saw to cut a squared line marked on scrap lumber of different types. Make a chart showing which saw is used for what cutting jobs.
4) Use each type of plane on scrap wood. Make a chart showing which type of plane is used for what planing jobs.
5) Use chisels and gouges to shape cuts in scrap wood.
6) Use files and rasps to smooth previously made cuts.
7) Use surforms and other appropriate tools to create a small wood sculpture.

TARGET POPULATION   /E/   /D/

UNIT: *Woodworking*

LESSON: *Other Basic Tools*

BEHAVIORAL OBJECTIVES:

Students will:

1) learn to use different levels accurately.
2) identify and use appropriate work pliers, wrenches and knives.
3) lay out an angle and cut it using the miter box.

CONTENT:

1) Leveling tools
   a. common wood level
   b. mason's level
   c. torpedo level
   d. line level
2) Pliers
   a. slip joint
   b. electrician's
   c. vise grip
   d. needle nose
3) Wrenches
   a. adjustable
   b. open end
   c. box
   d. pipe
   e. monkey
   f. allen
4) Knives
   a. putty
   b. utility
5) Miter Box

LEARNING ACTIVITIES:

1) Arrange storage area for tools and label each tool's storage place with the correct name.
2) Do Units 9, 13, 14 and 15 in What's in the Tool Box?
3) Practice reading levels; apply to furniture, walls, etc.
4) Practice choosing and using appropriate wrench to tighten and loosen an assortment of nuts and bolts, pipes, etc., mounted on a practice board.

LEARNING ACTIVITIES CONTINUED:

5) Assemble a metal bookcase or shelving for shop area.
6) Make a small wooden project using miter box and any of the other tools studied. See 4-H materials for suggestions or make picture frames for craft projects.

RESOURCES:

#1
#3
#4
#7
#8
#9
#12
#15
#17
#18
#19
#20

TARGET POPULATION /E/ /D/

UNIT: *Woodworking*

LESSON: *Woods*

BEHAVIORAL OBJECTIVES:

Student will:

1) identify 2 basic natural woods by classification.
2) collect and label wood samples.
3) order wood by correct terms and know how to measure dimensional lumber and manufactured wood.

CONTENT:

1) Kinds of natural wood
   a. hardwood
   b. softwood
2) Kinds of manufactured wood
   a. plywood
   b. particle and fiberboard
3) Measuring wood
   a. nominal size
   b. dressed form

LEARNING ACTIVITIES:

1) Take a field trip to identify natural woods, such as trees which grow in local area. Photograph each tree and collect a leaf or needle sample.
2) Take a field trip to a lumber mill or yard to see types of natural wood available. Collect small samples of each type.
3) Construct a display of non-natural woods using samples or pictures.
4) Take a field trip to a lumber mill or yard to see types of manufactured wood. Collect small samples.
5) Use balsa pieces to construct "plywood" pieces to demonstrate the purpose of plys.
6) Identify types of wood found in class or shop area, including the furniture.

RESOURCES:

#1
#2
#4
#9
#10
#13
#15
#19

UNIT: *Woodworking*

LESSON: *Wood Joints*

BEHAVIORAL OBJECTIVES:

Student will:

1) be able to identify and to tell the reason for using basic wood joints.
2) construct and assemble one correct sample of each joint.

CONTENT:

1) Butt joint
    a. simple
    b. miter function
    c. rabbet
2) Dado
3) Tongue and groove
4) Lap
    a. corner or end
    b. middle
    c. cross
5) Mortise and tenon
    a. open
    b. stub
    c. blind
    d. thru

LEARNING ACTIVITIES:

1) Construct and assemble (not permanently) one correct sample of each joint.
2) Identify types of joints in shop or classroom.
3) Layout, cut, assemble and finish a small project using butt joints, e.g., a shadow box.
4) Construct other projects with different joints, e.g., saw horses for shop, easels, tool boxes.

RESOURCES:

#1 #10
#2 #12
#4 #15
#7 #17
#9 #18

UNIT: *Woodworking*

LESSON: *Power Tools*

BEHAVIORAL OBJECTIVES:

Students will:

1) identify and learn to operate basic power tools used in wood working.
2) practice every aspect of required shop safety, including wearing of safety glasses or shields.

CONTENT:

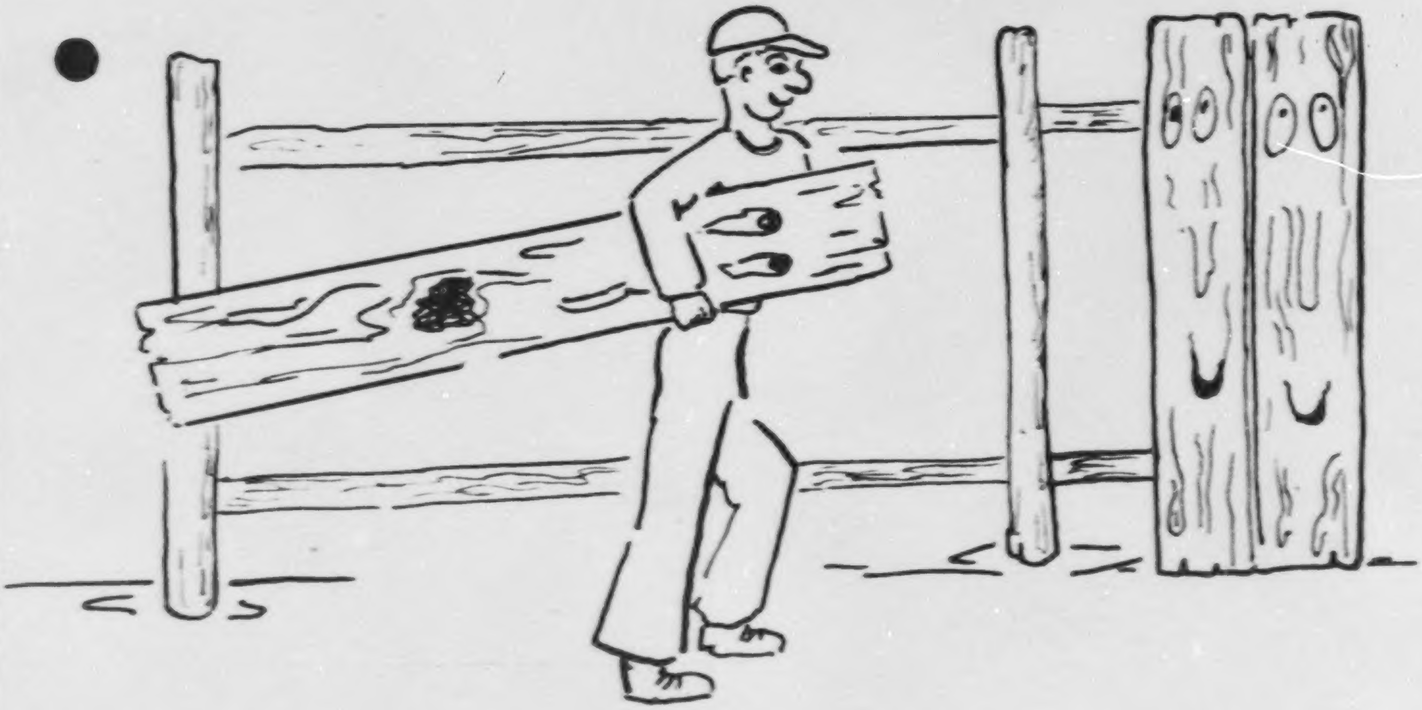
1) Electric drills
    a. ¼"
    b. ½"
    c. uses
        1. drilling
        2. grinding
        3. culling
        4. sanding
        5. miscellaneous
    d. maintenance and safety
2) Electric saws - portable
    a. circular
    b. saber or jigsaw
    c. reciprocating
    d. chain
3) Electric saws -non-portable
    a. table
    b. radial arm
    c. jigsaw
    d. band
4) Diesel press
5) Router
6) Sanders
    a. belt
    b. orbital
    c. sander-grinder
    d. grinder
7) lathe (wood)
8) Jointer

LEARNING ACTIVITIES:

1) Students will learn and practice intensively safety, appropriate use and maintenance. They should have a list of things which they must know and should sign to the effect they they understand and will follow all rules. This is an on-going activity.
2) There will be a group project of building an item or items for group use, e.g., work table, work benches, etc.
3) Do individual projects. See resource list for names of sources which offer suggestions for general shop work.
4) Those who are able can do advanced work. See Sunset books for furniture suggestions.

RESOURCES:

#1
#2
#4
#7
#9
#10
#15



TARGET POPULATION B

UNIT: Basic Carpentry

LESSON: Use and Care of Tools; Safety

BEHAVIORAL OBJECTIVES:

Student will:

1) review use and care of all hand and power tools introduced in the woodworking unit.
2) understand and practice personal and group safety at all times.

CONTENT:

1) Review of woodworking unit

LEARNING ACTIVITIES:

1) Display and test knowledge of purpose and operation of each tool and accessory.
2) Review Basic Tools for Woodworking filmstrips.

RESOURCES:

#1
#2
#4
#7
#9
#12
#15
#16

TARGET POPULATION B

UNIT: Carpentry

LESSON: Working Drawings

BEHAVIORAL OBJECTIVES:

Student will:

1) identify basic symbols used in working drawings.
2) prepare a working drawing for a small box.

CONTENT:

1) How to read a working drawing
    a. views
    b. dimensions
2) Blueprints
3) Common symbols

LEARNING ACTIVITIES:

1) Draw and label common symbols used in construction.
2) Prepare a working of a simple box and have another student attempt to build the box using only your working drawing for information.
3) Prepare working drawings for 3 or 4 non-structure projects.
4) Practice reading a house blueprint and then visit that house while it is under construction.

RESOURCES:

#2
#4
#16
#18

TARGET POPULATION [D]

UNIT: Rough Carpentry

LESSON: Lumber

BEHAVIORAL OBJECTIVES:

Student will:

1) define the terms describing lumber.
2) explain how lumber is graded.

CONTENT:

1) Classification of lumber
   a. rough
   b. surfaced or dressed
   c. worked
   d. shop
   e. yard
   f. dimensional
   g. structural
   h. slab
   i. timber
   j. plank
   k. board
2) Surface of lumber
   a. figure
   b. grain
   c. blemish
   d. texture
3) Defects
   a. check
   b. knot
   c. pitch pocket
   d. holes
   e. shake
   f. pith
   g. wane
   h. bird pecks
4) Grading of lumber
   a. hardwood
   b. white pine

LEARNING ACTIVITIES:

1) Take field trips to lumber mills, lumber yards, construction sites, etc., to see lumber being used.
2) Practice on true and common sizing of dimensional and structural lumber.
3) Figure board feet.
4) Figure out how much and what to order for a building project.
5) Begin team projects, building ½ scale structure that will have all parts of the normal structure, e.g. a dog house, a shed, etc.

RESOURCES:

#2
#4
#16
#20

TARGET POPULATION B

UNIT: *Rough Carpentry*

LESSON: *Foundations and Footings*

BEHAVIORAL OBJECTIVES:

Student will:

1) demonstrate how to lay out batterboard corner.
2) construct a simple form for a footing and for a foundation.
3) tell how a builder determines the type of foundation to use.

CONTENT:

1) Batterboards
2) Foundations and Footings
    a. live loads
    b. dead loads
    c. figuring load
3) Concrete forms
4) Anchor bolt

LEARNING ACTIVITIES:

1) Lay out batterboard, dig foundation and construct form for a wall 8 feet long. This is a team project.
2) Lay out batterboard, dig footing area and construct form for a wall 8 feet long. This is a team project.
3) Take field trips to construction projects.
4) Build a form for a ¼ scale basement; include tie rods and appropriate reinforcement materials for forms and concrete (concrete will not be poured). Disassemble and return materials to storage.

RESOURCES:

#2
#4
#16
#20

TARGET POPULATION B

UNIT: Rough Carpentry

LESSON: Framing - Western

BEHAVIORAL OBJECTIVES:

Student will:

1) identify by name and state the purpose of the essentials of framing.
2) demonstrate the correct assembly of dimensional and structural lumber used for framing.
3) accurately frame a project.

CONTENT:

1) Anchor bolts
2) Sills
3) Plates and soles
4) Girders and joists
5) Studs
6) Corner posts
7) Bridging and cross-bridging
8) Headers, trimmers, cupples
9) Plumbing a corner
10) Trusses
11) Standard measures
    a. on centers
    b. window, door and ceiling heights and widths
12) Nailing
    a. clinch nail
    b. toenail
    c. blind
    d. dovetail

LEARNING ACTIVITIES:

1) With scrap lumber, practice building basic wall unit (¼ scale) of sole, studs and plate.
2) With scrap lumber, practice building basic wall unit (¼ scale) with window area using headers, trimmers and cupples.
3) With scrap lumber, practice building basic wall unit (¼ scale) with door opening.
4) Begin construction of a project by framing (no foundation) walls and floors.

RESOURCES:

#2, #4, #16, #20

TARGET POPULATION D

UNIT: *Rough Carpentry*

LESSON: *Roofing*

BEHAVIORAL OBJECTIVES:

Student will:

1) identify types of roofs and will explain the advantages and disadvantages of each type.
2) build models of roof types.

CONTENT:

1) Function of roofs
2) Types of roofs
   a. shed
   b. hip
   c. butterfly
   d. gable
   e. gambrel
   f. mansard
3) Rafters
   a. rise
   b. run
   c. bird's mouth cut
4) Trusses
   a. Howe wood roof
   b. Warren
   c. trussed arch
   d. scissors
   e. Pratt

LEARNING ACTIVITIES:

1) Take a field trip to a lumber yard or a pre-build factory to observe mass construction of trusses.
2) Take a field trip to construction areas to observe the use of trusses on site roof framing.
3) Build a 1/16 scale model of each roof type. Use glue to hold.
4) Frame roof on projects.

RESOURCES:

#2
#4
#16
#18
#20

TARGET POPULATION /D/

UNIT: *Rough Carpentry*

LESSON: *Sheathing and Siding*

BEHAVIORAL OBJECTIVES:

Student will:

1) state the advantages and disadvantages of sheathing, siding and roofing materials.
2) collect samples of appropriate materials for this construction step.

CONTENT:

1) Sheathing and insulation
    a. purpose
    b. methods
    c. materials
2) Siding (wood or wood product)
    a. purpose
    b. types
    c. methods
3) Roofing Materials - wood
    a. purpose
    b. materials
    c. methods
4) Other exterior finishing materials

LEARNING ACTIVITIES:

1) Take a field trip to a building supply center to see a variety of sheathing, siding and roofing materials.
2) Collect and display samples of materials used for sheathing, siding and roofing.
3) Take a field trip to a construction site to view sheathing, siding and roofing.
4) Do roof, sheath and side project.

RESOURCES:

#2
#4
#16
#18
#20

TARGET POPULATION   B

UNIT: *Selected Finish Carpentry*

LESSON: *Windows and Doors*

BEHAVIORAL OBJECTIVES:

Student will:

1) identify types of common window and door construction.
2) install or replace full size doublehung window and a door.

CONTENT:

1) Windows
   a. frame installation
   b. glass cutting and installation
   c. weatherstripping
   d. built-in window
2) Doors
   a. casing
   b. jambs and stops
   c. threshold
   d. hanging
   d. finishing
   e. weather stripping

LEARNING ACTIVITIES:

1) Practice cutting glass.
2) Install or replace a doublehung window.
3) Weatherstrip a window.
4) Install or replace an interior and an exterior door.
5) Take a field trip to a construction site to see windows and doors installed.
6) Install windows and door on project.

RESOURCES:

#2
#4
#9
#10
#18
#20

UNIT: *Selected Finish Carpentry*

LESSON: *Interior Finishing*

BEHAVIORAL OBJECTIVES:

Student will plan, select and install interior finishing materials to ceiling, walls and floor of project.

CONTENT:

1) Interior finishing
    a. walls
    b. ceiling
    c. floor

LEARNING ACTIVITIES:

1) Take a field trip to a construction site to see interior finishing, particularly carpet-laying.
2) Plan, select and finish interior of project to suit the taste or needs of the intended occupant.

RESOURCES:

#2
#4
#9
#10
#18
#20

RESOURCE LIST

1) Adventures in Woodcarving, Units 1-4, 4-H Engineering Woodworking Program. Available from 4-H offices.
2) Basic Carpentry Illustrated, Sunset Book, $1.95
3) Furniture You Can Make, Sunset Book, $1.95
4) Woodworking Technology, James Hammond, et al, McKnight and McKnight Publishing Company, Bloomington, Illinois, 1972
5) "How To Choose and Use Stanley Tools", Stanley Tools, P.O. Box 1800, New Britain, Connecticut 06050
6) "How To Work with Tools and Wood", Stanley Tools, P.O. Box 1800, New Britain, Connecticut 06050
7) What's in the Tool Box? (student workbook), Frank Jubara, Mafex Associates, $1.95
8) Creative Light Wood Carving and Further Creative Light Wood Carving, Stanley Tools, P.O. Box 1800, New Britain, Connecticut 06050, $4.50 each
9) 198 Easy Wood Projects, Floyd Morris, The Goodheart-Wilcox Publishing Company, Inc., South Holland, Illinois, 1972
10) Reader's Digest Complete Do-It-Yourself Manual, Reader's Digest Association, 1973.
11) "Sculpture with Surform", Stanley Tools, P.O. Box 1800, New Britain, Connecticut 06050
12) Stanley Tool Guide, Stanley Tools, P.O. Box 1800, New Britian, Connecticut 06050, $ .50
13) Wood - Colors and Kinds, Agricultural Handbook No. 101, U.S. Printing Office, $ .75
14) "Wood Sculpturing", Popular Mechanics, November 1972
15) Woodworking Projects, Sunset Book, $1.95
16) Exploring Woodworking: Basic Fundamentals, Fred W. Zimmerman, The Goodheart-Wilcox Publishing Company, Inc., South Holland, Illinois, 1972
17) Basic Tools for Woodworking (Audio-Visual). Four film strips with cassettes, #A637SAR, Society for Visual Education, Inc., 1345 Diversey Parkway, Chicago, Illinois 60614, $65.00
18) Stanley Instruction Wall Charts. Heavy cardboard. $6.50
19) Stanley Safety Wall Charts. Heavy cardboard. $6.50
20) Pamphlets and brochures from building supply and tool manufacturers

MECHANICS AND MOTORS

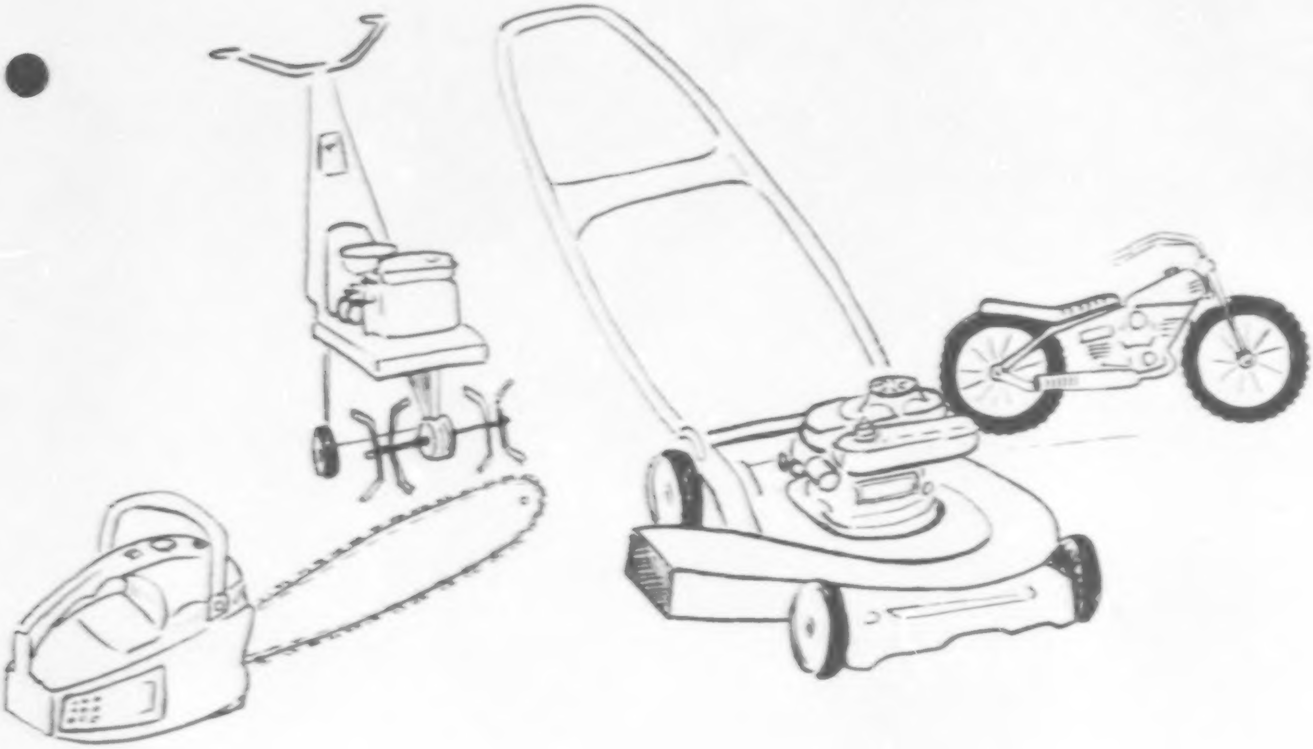
INTRODUCTION

UNIT: *Small Engines*

The unit is outlined for the disadvantaged student although parts could be used with the handicapped student.

The Dart unit on small engines, (put out by the Tomahawk Corporation), is excellent and complete and can be used with the handicapped.

The disadvantaged student, unlike the handicapped student, may be able to read and interpret an engine manual with little or no outside help.



PRE/POST TEST

UNIT: *Small Engine*

1) Display the following items and ask the students to name each.

   a. oil pan
   b. muffler
   c. cam shaft
   d. head gasket
   e. crank shaft
   f. piston
   g. rod
   h. oil ring
   i. spark plug
   j. fly wheel
   k. carburetor body
   l. air cleaner
   m. cooling fins

2) Fill in the blanks with the correct stroke.

   a. Gas in brought into the cylinder. __________
   b. The gas and air are pressed together. __________
   c. The gas-air mixture is fired. __________
   d. The burnt gases are forced out. __________

Circle the letters of the correct answers in numbers 3-8

3) The piston is connected to the crankshaft by the:
   a. rod b. cam c. valve
4) The cylinder is:
   a. what works the valves b. what the piston moves in
   c. what mixes the gas and air
5) The valves:
   a. provide oil for the piston b. keep the spark plug clean
   c. let gases in and out of the cylinder
6) Bearings are used to:
   a. reduce friction b. start the engine c. fire the gases
7) The carburetor:
   a. keeps gases out of the crank case b. mixes the gas and air
   for the engine c. lubricates the valves
8) Rings are used:
   a. because the wrong-sized piston was used b. to attach the
   piston to the crankshaft c. to keep gases out of the crank case

Before the next statements, write TRUE or FALSE

9) __________ Oil is necessary in the carburetor.
10) __________ Excessive heat thickens the oil.
11) __________ Two stroke engines have two valves.
12) __________ The starter is run by the valves.
13) __________ The cam moves the piston up.
14) __________ The spark plug forces the valves to open.
15) __________ The crankshaft adds air to the fuel.
16) __________ The air cleaner is in the cylinder.
17) __________ The valves are necessary to keep the engine running.

TARGET POPULATION /D/

UNIT: *Small Engines*

LESSON: *Lubrication*

BEHAVIORAL OBJECTIVES:

The student will:

1) change the oil on an engine.
2) verbally state the purpose of lubrication.

CONTENT:

1) Oil
    a. types, weights and brands
2) Checking oil
    a. location and reading
3) Changing oil
    a. draining, how often, plug location
    b. filling
4) Filters
    a. types and locations

LEARNING ACTIVITIES:

1) Display different brands of oil and engine specifications charts.
2) Check oil on cars, lawn mowers, motorcycles, etc.
3) Change oil on cars, lawn mowers, motorcycles, etc.

RESOURCES:

#1, #2, #3

UNIT: *Small Engines*

LESSON: *Power Cycle*

BEHAVIORAL OBJECTIVES:

The student will name verbally the 4 strokes of the engine and explain in writing the purpose of each stroke.

CONTENT:

1) Strokes: exhaust, intake, compression, power
    a. parts involved
    b. purpose
    c. operation

LEARNING ACTIVITIES:

1) Show the students a see-through model of a piston going through the strokes.
2) Build a model see-through engine.
3) Display charts showing the parts of and operation of a piston.

RESOURCES:

#1, #3

UNIT: *Small Engines*

LESSON: *Fuel System*

BEHAVIORAL OBJECTIVES:

The student will:

1) name the major parts of the fuel system and describe the function of each part.
2) verbally describe the flow of fuel through the system.

CONTENT:

1) Parts and functions of the parts of the fuel system
2) Cleaning and inspecting the parts
3) Fuel system checks

LEARNING ACTIVITIES:

1) Relate the parts of a small engine to car parts.
2) Put individual parts on a table for hands-on work.
3) Display diagrams of the fuel flow.
4) Have the students disassemble, clean and reassemble the parts and perform a fuel system check.

RESOURCES:

#1, #2

TARGET POPULATION /D/

UNIT: *Small Engines*

LESSON: *Cooling System*

BEHAVIORAL OBJECTIVES:

The student will list the parts of the cooling system and verbally state the function of each part.

CONTENT:

1) Major parts
    a. location
    b. function and operation (air or water flow)
    c. assembly and disassembly of parts
    d. maintenance checks, e.g. leaks or excessive wear

LEARNING ACTIVITIES:

1) Draw a diagram of the cooling system, labeling parts and showing the direction of flow.
2) Service the cooling system on a car.
3) Practice disassembling, cleaning and reassembling parts

RESOURCES:

#1, #2, #3

TARGET POPULATION /D/

UNIT: *Small Engines*

LESSON: *Ignition System*

BEHAVIORAL OBJECTIVES:

The student will:

1) adjust breaker point gaps and spark plug gaps to engine specifications.
2) replace parts with a tune-up kit.

CONTENT:

1) Parts and functions of ignition system
2) Safety
3) Disassembling parts
4) Cleaning and inspection of parts
5) Reassembling parts and making adjustments to specifications

LEARNING ACTIVITIES:

1) Display a chart showing the location of parts and the operation flow.
2) Practice taking apart, cleaning and reassembling parts.
3) Conduct ignition system tests on engines.
4) Visit a lawn mower repair shop to ask the repairmen about common ignition problems and their treatment. Compile a trouble-shooting guide.

RESOURCES:

#1, #2

TARGET POPULATION /D/

UNIT: *Small Engines*

LESSON: *Tune-up Procedures*

BEHAVIORAL OBJECTIVES:

The student will read and do the tune-up procedures as outlined in the engine service manual.

CONTENT:

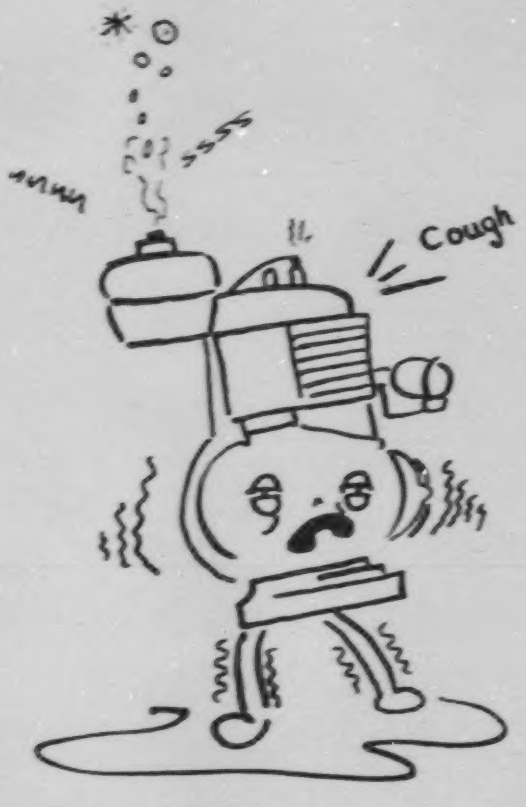
1) Procedures and demonstration on an engine
2) Purpose of tune-up procedures
3) Safety - cleaning fluids, cleaning up spills

LEARNING ACTIVITIES:

1) Hands-on experience for students of going through procedures until engine will run
2) Tomahawk Dart unit on Small Engine Tune-up

RESOURCES:

#2



TOOL LIST

1) spark tester
2) screw drivers
3) spring compressor
4) flywheel puller
5) ring compressor
6) starter clutch wrench
7) flywheel holder
8) ratchet and socket set
9) spring compressor
10) caliper
11) electronic multimeter
12) thickness gauge
13) variety of wrenches
14) hex key set

RESOURCE LIST

UNIT: *Small Engines*

1) Repair Introductions IV, Briggs and Stratton, Milwaukee, Wisconsin 53201
2) Dart Series on Small Engines, Tomahawk Corporation, P.O. Box 171, Edmons, Washington
3) Building Safe Driving Skills, Patrick Kelley, Fearon Publishers, 6 Davis Drive, Belmont, California 94002
4) Teaching Aids from Briggs and Stratton Corporation, Milwaukee, Wisconsin 53201

   a. MS-4602 Turn over charts, 20"X24" covering theory of compression, carburetion and ignition
   b. MS-4750 Repair instructions, complete servicing data on all Briggs and Stratton engines since 1950
   c. Set No. 2-27 (slides) Check-up, proper methods of checking compression, carburetion and ignition; how to make proper magneto and carburetor adjustments, etc.

5) Small Gasoline Engines: Training Manual, Howard W. Sams and Company, Indianapolis, Indiana, 1970
6) Laboratory Project in Setting Up a Lawn Mower. Byron French, Votex Department, University of Vermont, Burlington, Vermont 05401, #2002431, free
7) Small Engine Mechanics Program, Kits 1-6, McGraw-Hill
8) Small Gas Engines, Delmar Publishing Company, P.O. Box 5087, Albany, New York, school price $2.85
9) Small Engines, Vol I, American Association for Vocational Instructional Materials, Engineering Center, Athens, Georgia 30602, book catalog no. 108, $6.25; transparency master set no. M108, $6.75

INTRODUCTION

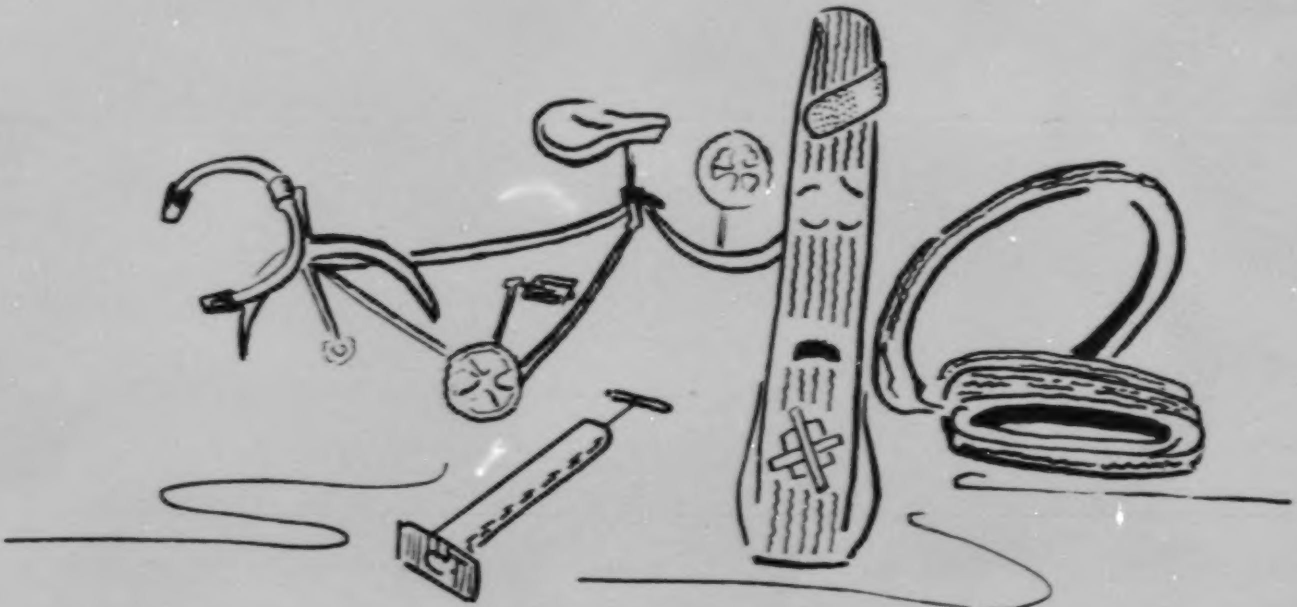
UNIT: *Bicycle Maintenance and Safety*

The purpose of this unit is to provide both safety instruction and hand skill training for bicycle riders. Teachers should stress the acceptability of bicycle transportation for non-drivers.

All students should study the safety unit. All physically able should study the basic ownership and maintenance areas. Disadvantaged students should study the troubleshooting and repair areas. Handicapped students with skills or interest should go as far into troubleshooting and repair as they are able. Both groups should be aware of employment possibilities.

The 4-H bicycle unit is extremely useful. Most 4-H offices cooperate with schools to provide a policeman and a repairman as speakers and will set up a bicycle road test. The American Automobile Association provides, at little or no cost, reflectors decals, pamphlets, posters, and films. Teachers should write or call their local AAA or write the AAA in Spokane, Washington.

Bicycles for group work or for students without funds are often available from the police department's unclaimed items. Three-wheeled bicycles for physically disabled are available from most retail and catalog outlets. Civic groups often will purchase such a bicycle for classroom use.



PRE-TEST - POST-TEST

UNIT: *Bicycle Maintenance and Safety*

(pages 123-125 Idaho Driver's Handbook)
Verbal for H; written for D; written on signs for both. 100% required

1. If you ride when it is dark, you must have:
   1. A taillight or red reflector T F
   2. A headlight visible for 500 ft. T F
2. Bicycle riders are required by law to give the proper signal before turning. T F
3. You may ride in eight directions on a one-way street:
   1. Sometimes
   2. Never
   3. Always
4. You should ride on the side of the street where traffic is comming toward you:
   1. Never
   2. Always
   3. Makes no difference
5. Pedestrians have the right-of-way at crosswalks:
   1. Always
   2. Sometimes
   3. If it is dark or raining
6. All bicycles must have:
   1. A bell or horn
   2. A brake
   3. A rearview mirror
7. Bicycle riders must obey traffic signals and highway signs:
   1. If traffic is heavy
   2. Always
   3. Only at night
8. The yellow traffic signal light means:
   1. Warning! - the signal is changing to red
   2. Watch for cars
   3. Right turn only
9. A red circle with red slash bar means:
   1. Stop
   2. Do not enter
   3. No!
10. A flashing red signal light means:
    1. The same as a stop sign
    2. Wait for the green light
    3. Be careful
11. A red sign with eight sides always means:
    1. Caution
    2. Yield
    3. Stop

PRE-TEST - POST-TEST (CONTINUED)

UNIT: *Bicycle Maintenance and Safety*

12. When approaching a blind person, bicyclists should:
    1. Speed up
    2. Come to a complete stop
    3. Not be concerned
13. Bicyclist must stop for school buses or other emergency vehicles the same as motor vehicle drivers:
    1. Sometimes
    2. Always
    3. Never
14. A stop sign means:
    1. Slow down and watch for cars
    2. Stop, yield the-right-of-way, then wait until it is safe to go
    3. Stop only if cars are coming
15. When there are no stop signs or signal lights, the right-of-way belongs to:
    1. The driver on the right
    2. The driver on the left
    3. The driver who blows his horn first
16. On a two-way street:
    1. You must ride on the right-hand side of the right-lane
    2. You may ride between the traffic lanes
    3. You may ride any place as long as you don't interfere with traffic
17. Your headlight must be turned on:
    1. Between sunset and sunrise
    2. At all time when it is dark
    3. Only at night when you are riding in traffic
18. When riding with others, you should go:
    1. Two abreast
    2. Three abreast
    3. Single file
19. It is safe for two people to ride on a bicycle:
    1. Sometimes
    2. If traffic is light
    3. Only if it has 2 seats
20. Identify the following signs:

TARGET POPULATION /H/ /D/

UNIT: *Bicycle Maintenance and Safety*

LESSON: *Bicycle Ownership*

BEHAVIORAL OBJECTIVES:
Student Will:
1. Know how to choose and buy bicycles, components, and accessories.
2. Register bicycle with police department and will properly attach bicycle license.
3. Know and practice methods of bicycle security and methods of storing and transporting bicycle.

CONTENT:
1. Choosing a bicycle to fit you.
2. Buying tires and cables.
3. Buying accessories.
4. Registering and identifying bicycle.
5. Locking a bicycle.
6. Storage.
7. Transportation.

LEARNING ACTIVITIES:
1. Compare bicycles by description in a catalog.
2. Use buddy system to measure each person to determine proper size of bicycle for each.
3. Visit a bicycle store.
4. Field trip to police department to buy a license or register bicycle ownership.
5. Use engraver to mark metal parts of bicycle.
6. Think like a thief to find a secure bicycle lock system.
7. Study security practices by observing bicycle parking at your school.
8. Practice locking and unlocking security devices.
9. Prepare bicycle for storage.
10. Practice mounting bicycle on car carrier.

RESOURCES:
1, 2, 3, 4, 8, 10, 11 - see resource list at end of unit.

UNIT: *Bicycle Maintenance and Safety*

LESSON: *Bicycle Safety*

BEHAVIORAL OBJECTIVES:
Student Will:
1. Know and demonstrate "Rules of the Road" for bicycle safety.
2. Know and practice bicycle handling skills including hand signals, proper starting and stopping, and navigation of an obstacle course.

CONTENT:
1. Required Safety Equipment
2. Optional Safety Equipment
3. Traffic Signs and Signals
4. Traffic Laws
5. "Rules of the Road"
6. Hand Signals
7. Mounting and Dismounting
8. Starting and Stopping
9. Precission Steering
10. Emergency Decision-making

LEARNING ACTIVITIES:
1. Label bicycle handout with required and optional safety equipment.
2. Review common traffic signs and signals.
3. Compile a list of all traffic signs and signals between school and home.
4. Role-play making emergency decisions.
5. Demonstrate and practice riding sheds.
6. Role-play making emergency decisions.
7. Design and set up an obstacle course simulating traffic conditions of local area.
8. Bicycle Road Test: bicycle must pass safety inspection before the road test.

RESOURCES:
1, 4, 5, 6, 8, 9, 11, 13 - see resource list at end of unit.

DAILY LESSON PLAN

UNIT: Bicycle Maintenance and Safety

LESSON: Required Safety Equipment
Optional Safety Equipment

LEARNING ACTIVITIES:
1. Label bicycle diagram with required and optional equipment.
2. Review pamphlet Learning Bicycle Safety.
3. Group discussion of why safety equipment is necessary.
4. Evaluate all student bicycles for required equipment.

TOOLS AND EQUIPMENT:
1. Required safety equipment - horn or bell; light; brake; red reflector.
2. Optional safety equipment - red taillight; reflective tape, rearview mirror; turn signals; warning flag.

SUPPLIES:
1. Handouts of bicycle diagram.
2. Learning Bicycle Safety pamphlets.
3. Idaho Driver's Handbook.

SAFETY:
1. Point of the unit.

VOCABULARY:

MATH:

UNIT: *Bicycle Maintenance and Safety*

LESSON: *Basic Maintenance*

BEHAVIORAL OBJECTIVES:

1. Student will perform daily, weekly, and monthly maintenance to insure safe operation of bicycle.

CONTENT:

1. Daily Maintenance
    brakes
    accessories
2. Weekly Maintenance
    tire pressure
    lights and reflectors
    frame
3. Monthly Maintenance
    nuts and bolts
    lubricate chain, hubs, brakes
    wheel alignment
    handlebars, saddle

LEARNING ACTIVITIES:

1. Demonstrate and practice each maintenance step.
2. Use pressure gauge to check tires.
3. Use lightweight machine oil and grease for lubrication.
4. Clean bicycle components using kerosine as solvent.
5. Choose and use proper tools to adjust saddle and handlebars.
6. Keep a chart of maintenance inspection for at least one month.
7. Build a bicycle maintenance rack.

RESOURCES:

2, 3, 4, 8, 10, 11, 12 - see resource list at end of unit.

TARGET POPULATION /D/

UNIT: Bicycle Safety and Repair

LESSON: Troubleshooting

BEHAVIORAL OBJECTIVES:

1. Student will know the basic areas of troubleshooting a bicycle and will make necessary repairs.

CONTENT:

1. Seats
2. Handlebars
3. Tires, Wheels, Spokes
4. Frame and Fork
5. Brakes
6. Pedals
7. Sprockets and Cranks
8. Chains
9. Gears
10. Gears - Derailleur

LEARNING ACTIVITIES:

1. Preliminary work on each content area should be group work on demonstration bicycle.
2. Work on individual bicycles -- depth depends on learning ability and interest level of student.
3. Guest speaker - demonstrator from local bicycle shop.
4. Progress chart on each troubleshooting skill attempted and "go - no go" result.

RESOURCES:

2, 3, 4, 8, 10, 11, 12 - see resource list at end of unit.

UNIT: *Bicycle Maintenance and Safety*

LESSON: *Job Awareness*

BEHAVIORAL OBJECTIVES:

1. Student will know the entry level jobs open in bicycle maintenance and repair.

CONTENT:

1. Job skills required
    a. Troubleshooting and repair
    b. Meeting the public
    c. Pricing and making up bills
    d. Parts
2. Where to find a job
    a. Bicycle repair shops
    b. Hardware stores
    c. Department store (assembly)
    d. Fix it shops
    e. Independent home workshop
    f. Resorts

LEARNING ACTIVITIES;

1. Speaker from one or more business dealing with bicycles.
2. Role play customer situations: unsatisfied customer, parts not available, itemizing a bill.

RESOURCES:

4, 9 - see resource list at end of unit.

RESOURCE LIST

UNIT: *Bicycle Maintenance and Safety*

BOOKS:

1. AAA (American Automobile Association) Bicycle Safety: contact local office.
2. Correll, Al. The Super Handyman's Big Bike Book. Prentice - Hall, Inc., 1973.
3. Cuthbertson, Tom. Anybody's Bike Book; An Original Manual of Bicycle Repairs, 1973 Edition. Ten Speed Press, Berkeley, California, 1971.
4. 4-H Bicycle Unit available from County Extension Agent.

FILMSTRIPS

5. The New Look in Traffic Signs and Markings. U. S. Department of Transportation. #0-488-593, 35c, Filmstrips (Free)
6. State of Idaho Driver's Handbook.
7. How to Improve Your Cycling, Unit 1. (2 filmstrips) history of cycling and fundamentals of riding. Sterling Films.
8. How to Improve Your Cycling, Unit 2 (2 filmstrips) Safety and Maintenance, Sterling Films.
9. How to Improve Your Cycling, Unit 3. (4 filmstrips) recreational riding, racing fundamentals, techniques, strategy. Sterling **films**.
10. The Wonderful World of Bikes. Sterling Films.

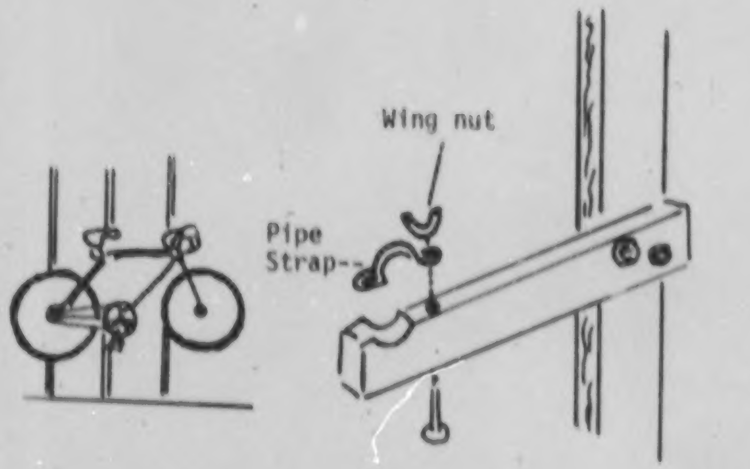
OTHER

11. Learning Bicycle Safety.
    Department of Law Enforcement, Box 34, Boise.
12. Instruction Manuals - brand name bicycles: from local stores.
13. Mail order catalogs.

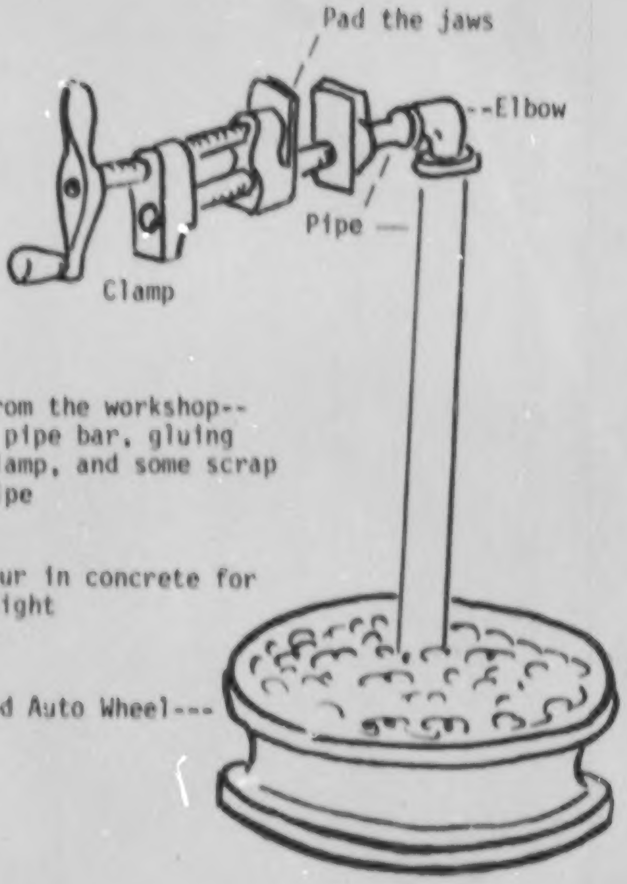
BICYCLE MAINTENANCE RACKS

To work on the gears, the rear wheel, or the chain, you almost have to have the rear wheel off the ground. The old standby is to turn the machine up side down, resting it on the seat and handlebars. However, if your handlebars are any of several types, or if your cables or levers stick up above the bars, this may not be a very easy thing to do. In fact, it's a bad idea. That's why we'd like to recommend that you rig up a bike rack.

If your bike is to be flipped over for work, place a newspaper under the seat. Place 2" x 4" blocks under the handlebars to keep cables or levers from touching the ground.



1" x 4" bolted to two studs on garage wall. Add a brace if needed--or if studs aren't exposed, a freestanding pair of 2" x 4"s on a base could be rigged.



From the workshop--
a pipe bar, gluing
clamp, and some scrap
pipe

Pour in concrete for
weight

Old Auto Wheel---

INTRODUCTION

UNIT: *Automotive Upkeep*

The purpose of this unit is to give the student the basic skills and knowledge necessary to perform the routine care and maintenance needed to keep an automobile in good running condition.

Each lesson is divided into content and learning activities for handicapped students and for disadvantaged students. Essential for both groups of students is exposure to the practical concept of learn by doing.

A suggested automotive job checklist is included at the end of the unit.

PRE/POST TEST

UNIT: *Automotive Upkeep*

Oral and demonstration for handicapped students
Written and demonstration for disadvantaged students

1) The fuel pump takes the gasoline up to the carburetor. T or F
2) The purpose of the carburetor is to:
   a. keep dust from the spark plugs
   b. mix gasoline and air before the spark plug ignites it
   c. keep dirt out of the spark plugs
3) The purpose of the alternator is to:
   a. store electricity
   b. feed electricity to the battery for storage
   c. start the motor
4) One way to tell how many cylinders a car has is to:
   a. count the number of caps on the battery
   b. count the number of wires on the distributor cap
   c. count the number of fingers on your hands
5) The difference between an automatic transmission and a stick is:
   a. automatic transmission doesn't have a battery
   b. stick has a clutch pedal
   c. stick has an alternator
6) The odometer tells:
   a. how fast a car is going
   b. the number of miles you have traveled
   c. what time it is
7) The generator light warns you about:
   a. fuel problems
   b. overheating engine
   c. electrical problems
8) Water temperature gauge tells you:
   a. the engine is too hot
   b. the battery is dead
   c. you need oil
9) By pulling your light switch out to one click, you turn on your:
   a. headlights
   b. panel lights
   c. parking lights

PRE/POST TEST CONTINUED

10) Where is the headlight dimmer switch located on American-made cars?
a. on dashboard b. under the hood c. on the floor

11) When you are backing up in a car and you want to turn to the right, which way do you turn the steering wheel?
a. right b. left c. opposite

12) When the driver pushes in the clutch pedal,
a. no power can get to the read wheels
b. you cannot shift gears
c. your emergency brake comes on

13) When do you check transmission oil:
a. when the engine is warmed up
b. when the engine is cold
c. when the engine is shut off

14) What liquid do you add to the battery?
a. plain water b. acid c. distilled water

15) When changing a tire, what gear do you put the car in?
a. low b. reverse c. park

16) Each student will identify the following parts of the automobile:

a. carburetor
b. air filter
c. tail pipe
d. fuel gauge
e. oil filter
f. oil pressure gauge
g. radiator
h. fan and fan belt
i. clutch
j. steering wheel
k. parking brake
l. frame
m. battery
n. spark plugs
o. windshield
p. tail lights
q. brake lights
r. rear view mirror
s. gas cap
t. bumper

17) Each student will demonstrate how to:

a. check oil
b. fill gas tank
c. check battery and clean cables
d. check brake fluid
e. check transmission fluid
f. check radiator level
g. check tire tread
h. clean the windshield
i. remove stain from upholstery
j. wash and wax the exterior of the car

TARGET POPULATION /H/ /D/

UNIT: *Automotive Upkeep*

LESSON: *Major Parts of a Car*

BEHAVIORAL OBJECTIVES:

The student will identify and name the major parts of a car, inside and outside.

CONTENT:

1) Outside parts
2) Inside parts
3) Motor
    a. identification
    b. function

LEARNING ACTIVITIES:

1) Display wall charts of car parts.
2) Visit a wrecking yard and have students identify car parts.
3) Display assorted parts on shelves and have students identify them outside of context.
4) Identify all parts necessary to operate a car.
5) Show a small see-through model of a car motor which has movable parts (can be turned by hand).
6) Obtain an abandoned car through the Police Department.
7) Strip away the car body and floor.
8) Make cut-away views wherever possible if it will be useful to the students.
9) Obtain a roller creeper so that students can move under car frame.

RESOURCES:

#1

TARGET POPULATION /H/ /D/

UNIT: *Automotive Upkeep*

LESSON: *Refueling a Car*

BEHAVIORAL OBJECTIVES:

The student will learn how to refuel a car.

CONTENT:

1) Gas gauge
    a. reading it
2) Gas pump
    a. reading dials
    b. operation
3) Refueling
    a. safety
    b. location of gas cap

LEARNING ACTIVITIES:

1) Field trip to gas pump repair shop to see damaged and unsafe gas pumps
2) Field trip to a service station to read dials and operate pumps
3) Demonstrate hand gas pump
4) Observe a service station attendant at work
5) Show photographs of refueling sequence for handicapped

RESOURCES:

#1, #3

UNIT: *Automotive Upkeep*

LESSON: *Antifreeze*

BEHAVIORAL OBJECTIVES:

The student will learn how to offer proper antifreeze protection to a car.

CONTENT:

1) Checking antifreeze
    a. use of tools and measuring devices
2) Antifreeze charts
    a. figuring car specification
    b. estimating amount of protection needed in local area
3) Draining antifreeze
    a. draincock valve
    b. flushing radiator and engine
4) Installing antifreeze
    a. breaking open thermostat

LEARNING ACTIVITIES:

1) Have sample jars with varying amounts of water and antifreeze in them for students to practice on.
2) Give problems on using an antifreeze chart.
3) Install antifreeze for people in community.
4) Disadvantaged students can check strength of antifreeze in cars.
5) Place solutions of different strengths in freezer to observe effects.

RESOURCES:

#1, #2

TARGET POPULATION /E/ /D/

UNIT: *Automotive Upkeep*

LESSON: *Cooling System*

BEHAVIORAL OBJECTIVES:

The student will understand the foundation and maintenance of the cooling system.

CONTENT:

1) Safety
   a. hot radiator
   b. radiator cap pressure
2) Checking and Servicing Radiator
   a. indicate proper level
3) Hoses and Leaks
   a. check radiator for leaks
   b. hose cracks
   c. hose tightness
4) Water Pump
   a. check hoses for aging
   b. check for pump gasket leaks

LEARNING ACTIVITIES:

1) Bring in old water and radiator hoses to show the effects of wear and aging.
2) Disadvantaged students can check the specifications for proper radiator pressure.
3) Practice on a training model.
4) Check cooling systems on the cars of people in the community.

RESOURCES:

#1, #2

UNIT: *Automotive Upkeep*

LESSON: *Motor Lubrication*

BEHAVIORAL OBJECTIVES:

The student will learn how to check the motor oil level and how to service.

CONTENT:

1) Grades and brands of oil
    a. costs
    b. seasonal considerations
2) Hood release
    a. location
3) Dipstick
    a. location
    b. reading
4) Oil Filter cap
    a. location
    b. removal
5) Safety
    a. hot motor parts
    b. slipping

LEARNING ACTIVITIES:

1) Display wall charts showing oil grades and brands.
2) In different jars, show samples of different grades of oil.
3) Check oil in parents' car and neighbors' cars.
4) Check for oil leaks and spills.
5) Demonstrate how to prevent overfilling.

RESOURCES:

#1, #2

TARGET POPULATION /H/ /D/

UNIT: *Automotive Upkeep*

LESSON: *Cleaning the Inside and Outside of the Car*

BEHAVIORAL OBJECTIVES:

The student will clean the inside of a car and will wash and wax the outside.

CONTENT:

1) Equipment and supplies
2) Upholstery
   a. types
   b. cleaning agents
3) Windows
4) Chrome
5) Floor mats and rugs
6) Stains
   a. upholstery
   b. bird droppings
7) Whitewalls
8) Car body
9) Waxing
   a. types
   b. application
   c. buffing

LEARNING ACTIVITIES:

1) Hold a school car wash.
2) Disadvantaged students may progress on to motor cleaning.

RESOURCES:

#1, #2

TARGET POPULATION /H/ /D/

UNIT: *Automotive Upkeep*

LESSON: *Tire Care*

BEHAVIORAL OBJECTIVES:

Student will check and correct tire pressure. S/He will replace defectire.

CONTENT:

1) Tire Pressure
    a. using gauge
    b. reading pressure on tires
2) Tire Changing
    a. safety
    b. equipment and tools
    c. procedure
    d. rotating of tires
    e. checking tires for wear

LEARNING ACTIVITIES:

1) Visit a tire store to observe tire service.
2) Rotate tires for friends.
3) Read a factory recommended pressure chart.
4) Relate tire pressure to outside temperature, high speed driving and load (for disadvantaged students).
5) Have students make a tread gauge to check the depth of thread.

RESOURCES:

#1, #2

TARGET POPULATION /E/ /D/

UNIT: *Automotive Upkeep*

LESSON: *Battery*

BEHAVIORAL OBJECTIVES:

The student will check and service a battery.

CONTENT:

1) Purpose of battery
2) Fluid
    a. checking level
    b. solution strength
    c. replenishing with distilled water
3) External cleaning
    a. cables
    b. battery case
    c. chemical safety

LEARNING ACTIVITIES:

1) Show a battery cut-out model which displays the cells.
2) Test car batteries with a hydrometer.
3) Check tightness of cable clamps.
4) Protect cable clamps and battery posts against corrosion.
5) Service batteries for friends.
6) Disadvantaged students can learn how to jump a dead car.

RESOURCES:

#1, #2

UNIT: *Automotive Upkeep*

LESSON: *Master Brake Cylinder*

BEHAVIORAL OBJECTIVES:

The student will service the master brake cylinder and check the power steering of a car.

CONTENT:

1) Master brake cylinder
   a. location of reservoir
   b. type of fluid required
   c. malfunctions of a low or empty reservoir
2) Power steering
   a. location
   b. type of fluid
   c. symptoms of low fluid

LEARNING ACTIVITIES:

1) Make a list which shows when various fluids should be changed.
2) Show samples of various commercial products which can be used.
3) Display a wall chart which shows the location of different inspection sites and parts.
4) Disadvantaged students can read motor manuals to learn specifications and recommendations.

RESOURCES:

#1, #2

SAMPLE: DAILY LESSON PLAN

UNIT: *Automotive Upkeep*

LESSON: *Master Brake Cylinder*

LEARNING ACTIVITIES:

1) Locate the master cylinder on different types of cars.
2) Service cars in the community.

TOOLS AND EQUIPMENT:

1) Pliers
2) Rags
3) Screwdriver

SUPPLIES:

1) Brake fluid
2) Rags

SAFETY:

1) Hot engine parts
2) Protection of skin and eyes from chemicals

VOCABULARY:

fluid, commercial brands, brake, poison

MATH:

1) pints, quarts
2) filling capacity: empty, ½ full, full

TARGET POPULATION /H/ /D/

UNIT: *Automotive Upkeep*

LESSON: *Automatic Transmission*

BEHAVIORAL OBJECTIVES:

The student will locate and check the automatic transmission and the fan belt.

CONTENT:

1) Automatic transmission
    a. location of dipstick and filler
    b. malfunction and symptoms
2) Fan belt
    a. purpose
    b. correct tension
    c. symptoms and malfuctions of incorrect tension
    d. worn belts

LEARNING ACTIVITIES:

1) Set the fan belt at incorrect tensions on a demonstration car and ask disadvantaged students to correct the tension.
2) Give a quiz on which students read (or hear) of a malfunction and must tell what the possible trouble is.
3) Disadvantaged students can change the transmission fluid on cars.
4) Check oil and service on cars of friends, etc.

RESOURCES:

#1, #2

AUTOMOTIVE JOB CHECKLIST

Name: ______________________ INSTRUCTOR: ______________________

JOB	DATE COMPLETED	COMMENTS
Major parts (interior)		
Major parts (exterior)		
Major parts (motor)		
Refueling		
Check oil		
Clean car interior		
Wash car exterior		
Wax car exterior		
Check tire pressure		
Change tire		
Service battery		
Service antifreeze		
Check and service brake fluid		
Check and service power steering		
Check and service transmission		
Check fan belt		

RESOURCE LIST

1) Understanding the Automobile, new edition, John H. Beck, Fallett Educational Corporation, 1969
2) Service Station Operation and Management, Gregg, McGraw-Hill Job Skill Manual in Marketing.
3) Understanding Your Car, McKnight and McKnight Publishing Company
4) State Department of Vocational Education, Idaho State Trade and Technology Division
5) Motor manuals from Ford, General Motors, etc.

INTRODUCTION

UNIT: *Pre-Drivers Training*

This unit is basically written for the classroom, and does not include any actual driving. A student should be capable of passing the written examination for a driver's license.

It can be used for both handicapped and disadvantaged. Pre and Post test questions can be obtained from the Idaho Driver's Handbook; therefore, none has been included with this unit.

I believe that this is useful even if a student never obtains a drivers license. It is applicable to pedestrian and bicycle safety.

If used outside of Idaho, refer to the handbook of state in which residing.

Drivers ED
Pre-Driver

TARGET POPULATION /H/ /D/

UNIT: Pre-Drivers Training

LESSON: Motor Vehicle Equipment

BEHAVIORAL OBJECTIVES:

Student will:

1. Name the parts of a car that are required by law.
2. State how often a car must be safety inspected.

CONTENT:

1. Parts of car
   - a. Location
   - b. Laws governing that part
   - c. Function
2. Inspection stickers
   - a. How often
   - b. What required

LEARNING ACTIVITIES:

1. Mechanic come to school and safety inspect a car.
2. Wall charts of car and parts required by law.
3. Student safety inspect cars for legal requirements.

RESOURCES:

2 - (Diagram on Page 81)

TARGET POPULATION /B/ /D/

UNIT: *Pre-Drivers Training*

LESSON: *Safety Features - Lighting Systems and Gauges*

BEHAVIORAL OBJECTIVES:
Student Will:
1. List or verbally explain the function of each gauge and dial on the dashboard of a car.
2. While sitting in the driver's seat, name every gauge, dial, and pedal inside the car.

CONTENT:
1. Gauges -
    a. Gas
    b. Oil
    c. Ammeter
    d. Temperature
    e. Speedometer
    f. Odometer
2. Pedals -
    a. Gas
    b. Brake
    c. Clutch
3. Switches -
    a. Ignition
    b. Lights
    c. Dimmer
    d. Wipers etc.
4. Levers -
    a. Gear Shift
    b. Turn Signals

LEARNING ACTIVITIES:
1. Wall chart of car interior.
2. Have student look at location of parts on different types of cars and trucks.
3. Student hands-on by operating every gauge, pedal, lever, and switch inside car.

RESOURCES:
2, 3 (Illustration pg. 82)

TARGET POPULATION /H/ /D/

UNIT: *Pre-Drivers Training*

LESSON: *Driver Responsibility*

BEHAVIORAL OBJECTIVES:
Student Will:
1. Name three types of car insurance and explain their purpose.
2. Fill out an accident report.

CONTENT:
1. Types of insurance and their purpose and coverage.
2. Cost.
3. Laws governing car insurance and reporting accidents.
4. Accident report.

LEARNING ACTIVITIES:
1. Insurance agent speak on filling out application for insurance, how to file a claim, cost, and recommended coverages.
2. Have students find out on their own what no-fault insurance is.
3. Samples of what an insurance policy looks like.
4. Lawyer speak on some examples of cases involving insurance claims and law on filling out accident report.
5. Obtain accident reports to fill out.

RESOURCES:
1, 2 - see resource list at end of unit.

TARGET POPULATION /H/ /D/

UNIT: *Pre-Drivers Training*

LESSON: *Getting Your Driver's License*

BEHAVIORAL OBJECTIVES:
Student Will:

1. State seven requirements that must be satisfied in order to obtain a driver's license.

CONTENT:

1. Seven Requirements
2. Learners Permit
3. Items on driver's test-written, vision, driving ability
4. Types of licenses-Operator, Chauffeur
5. Miscellaneous-Physical exam, Insurance, Fees, Expiration Dates

LEARNING ACTIVITIES:

1. Person from license bureau speak on basic requirements.
2. Student checklist of requirements can be checked off as they are presented in class.

RESOURCES:
2

UNIT: Pre-Drivers Training

LESSON: Safety Rules

BEHAVIORAL OBJECTIVES:
Student Will:

1. State four steps to control car with a blow out.
2. State two steps to do when a car goes into a skid.
3. State procedures for a vehicle breakdown.

CONTENT:

1. Turning
2. Night driving
3. Curves
4. Fog
5. Skidding
6. Blowouts
7. Winter driving
8. Distances - following, stopping
9. Vehicle breakdown

LEARNING ACTIVITIES:

1. Films from Educators Guide to Free Films
   Educators Progress Service
   Randolph, Wisconsin
2. Practice situations with toy cars on cardboard roadways.
3. Jeopardy type game as previously described.

RESOURCES:
1, 2, 3, 4

TARGET POPULATION /H/ /D/

UNIT: Pre-Drivers Training

LESSON: Signs, Signals, and Marking

BEHAVIORAL OBJECTIVES:
Student Will:
1. Identify five signs by its shape and five by its color.

CONTENT:
1. Highway signs - shapes, colors
2. Regulatory signs
3. Warning signs
4. Guide signs
5. Service signs
6. Traffic control signals
7. Pavement markings
8. Pedestrian signals

LEARNING ACTIVITIES:
1. Construct mobile out of traffic signs.
2. Sign shape flash cards.
3. Construct miniture traffic control signals.
4. Jeopardy game.
5. Films from resource #4 and 5.

RESOURCES:
1, 2, 3, 4, 5

UNIT: *Pre-Drivers Training*

LESSON: *Traffic Laws*

BEHAVIORAL OBJECTIVES:
Student Will:
1. State the legal speed limits for driving in a city and on a freeway.
2. If given a set of facts, determine right-of-way.
3. When given any picture of a marked road, determine the passing regulations.
4. State penalty for drunken driving.

CONTENT:
1. Speed limits
2. Right-of-way
3. Passing and lane usage
4. Turns and signals
5. Stopping, standing, and parking

LEARNING ACTIVITIES:
1. Construct road system on cardboard and use toy cars to illustrate traffic laws.
2. Game - One student asks another about a traffic law. Example: "Is it legal to pass on a curve?" If the student answers correctly, he/she get to ask someone else a question, but if the answer is wrong, the student gets 3 penalty points. When the student reaches 12 points, he/she is out of that game.
3. Game - Based on "Jeopardy" TV Game. Construct board with slots for questions on traffic laws. Student picks category such as safety rules, traffic laws, insurance, motor vehicle equipment. Ten points for a correct answer. First Person to accumulate 100 points gets a free cup of coffee or some other reward.

RESOURCES:
1, 2, 3

UNIT: *Pre-Drivers Training*

LESSON: *Penalties and Loss of License*

BEHAVIORAL OBJECTIVES:

Student Will:
1. State ten ways a driver's license could be suspended or revoked.
2. Verbally explain the "Implied Consent Law."

CONTENT:
1. Losing license through a conviction.
2. Miscellaneous ways to lose a license.
3. Unlicensed driving.
4. Drunk driving.

LEARNING ACTIVITIES:
1. Traffic officer to field questions and give sample of the "breath test."
2. A visit to traffic court.
3. Read traffic violations in the news.
4. Films on drunk driving from State Department of Motor Vehicles and resource #4.

RESOURCES:

1, 2, 3, 4, 5

TARGET POPULATION /H/ /D/

UNIT: Pre-Drivers Training

LESSON: Accidents

BEHAVIORAL OBJECTIVES:
Student will:
1. State five things to do if involved in a traffic accident.
2. State two items necessary to obtain license plates.

CONTENT:
1. License plates and titles
    a. Purchase
    b. Displaying
    c. Expiration
    d. Transferring
2. Accidents
    a. Reporting
    b. Penalties

LEARNING ACTIVITIES:
1. Traffic officer to field questions about accidents.
2. Copy of car title, bill of sale, etc.
3. Role play accident situations.

RESOURCES:
1, 2, 3

UNIT: *Pre-Drivers Training*

LESSON: *Your Driving Personality*

BEHAVIORAL OBJECTIVES:
Student Will:
1. Identify six kinds of poor driving personalities.
2. State four ways people can help each other on the road.

CONTENT:
1. Types -
    a. Show off
    b. Hot head
    c. Nervous driver
    d. Thoughtless driver
    e. Road hog
    f. Always right
2. The good driving personality.

LEARNING ACTIVITIES:
1. Visit school parking lot or stand on a corner and watch for examples of bad driving.
2. Charades game - Have one student act out one of the personalities and let others guess which one it is.
3. Films from State Department Motor Vehicles and Drivers Education Department.

RESOURCES:
1, 4, 5

RESOURCE LIST

UNIT: *Pre-Drivers Training*

BOOKS

1. Patrick Kelley, Building Safe Driving Skills, Fearon Publishers 6 Davis Drive, Belmont, California 94002, 1972.
2. Idaho Driver's Handbook.
3. Richard N. Gross, What Every Young Driver Should Know, Mafex Associates, incorporated. Box 519 Johnstown, Pennsylvania 15907, 1968.

FILMS

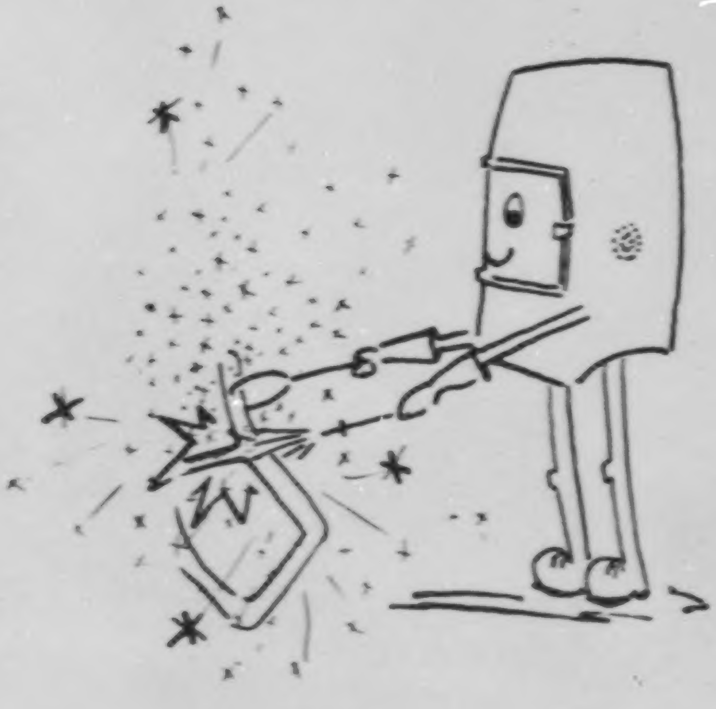
4. Educators Guide to Free Films, Educators Progress Service, Randolph, Wisconsin.
5. State Department of Motor Vehicles.
6. General Motors Corp.
   Public Relations Staff - Film Library
   General Motors Building
   Detroit, Michigan 48202

   Drinking Drivers
   Driving and Drugs
   Handling The Unexpected
   Your Permit To Drive

INTRODUCTION

UNIT: *Gas and Arc Welding*

The purpose of this unit is to provide disadvantaged students with a basic knowledge of welding. After learning basic welding skills, the students should be encouraged to improve themselves by taking advanced welding training at a Vocational/Technical School



PRE/POST TEST

UNIT: *Gas and Arc Welding*

1) What is welding? Name different kinds of welding.
2) When is welding used?
3) What equipment and tools are used in welding?
4) What are the steps in welding?
5) What is a generator used for?
6) What welds 2 pieces of metal together?
7) Name the body protection used in welding.
8) What determines the amperage needed for different jobs?
9) What builds up a weld?
10) What first aid treatment is needed to treat burns?

UNIT: *Gas and Arc Welding*

LESSON: *Tools and Equipment*

BEHAVIORAL OBJECTIVES:

The student will inspect and use tools and equipment.

CONTENT:

1) Tools and equipment
    a. types and uses
    b. choosing the right tool for the job
    c. maintenance and care
2) Preparing a surface
    a. procedures of cleaning
3) Tanks, acetylene and oxygen
    a. correct pressure regulators for reducing high pressure in tank to a usable one
4) Hoses from pressure regulator to tank
5) Wrench to tighten pressure regulator, hoses, tips
6) Safety and fire control

LEARNING ACTIVITIES:

1) Make wall charts on gas welding equipment
2) Studey first aid treatment for burns
3) Write up the follow-up procedures on setting up gas welding equipment.
4) Inspect and set up gas welding equipment

UNIT: *Gas and Arc Welding*

LESSON: *Preparing Materials*

BEHAVIORAL OBJECTIVES:

The student will prepare material to be welded

CONTENT:

1) Using a cutting torch
    a. select tip according to thickness of material
    b. attach cutting tip
    c. adjust valves
    d. light torch with gas lighter
    e. adjust flame
2) Cutting procedures
    a. heat metal until it begins to melt
    b. open cutting valve and move torch gradually
    c. clean away slag

LEARNING ACTIVITIES:

1) Display a chart on cutting pressures.
2) Have students practice on scrap metal.
3) Clean cut.
4) Clamp work pieces tightly in proper positions.
5) Learn safety techniques: protection of eyes, hands and feet.

UNIT: *Gas and Arc Welding*

LESSON: *How To Gas Weld*

BEHAVIORAL OBJECTIVES:

The student will learn how to gas weld.

CONTENT:

1) Use of gas welding torch - lighting, adjusting the flame
2) Using the welding rod
3) Torching work pieces together (small weld)
4) Cleaning off tacks
5) Welding
6) Heating to starting point and creating a puddle
7) Adding filler material (welding rod)
8) Torch movement - forehand weld: welding action progresses from right to left; backhand weld: progresses from left to right

LEARNING ACTIVITIES:

1) Display wall charts on metal strength in relation to weld and rod strength.
2) Practice on scrap metal of different strengths.
3) Do metal sculpturing projects.
4) Practice welding in different positions: horizontal, vertical and overhead.
5) Practice welding different types of joints.
6) Show examples of common welding errors.

UNIT: *Gas and Arc Welding*

LESSON: *Tools and Protection (Arc Welding)*

BEHAVIORAL OBJECTIVES:

The student will use tools and protective devices.

CONTENT:

1) Head shield for protection from direct rays of the arc
   a. to protect eyes, face and neck
   b. right shade of lens
   c. clean lens often
   d. adjust fit of head gear
2) Welder gloves (leather gauntlet type)
3) Leather apron sleeves
   a. keep collar buttoned up
   b. no metal buttons
4) Chipping hammer, used to remove slag, wire bursh, rust and dirt
5) Wear clear goggles while chipping slag (coating formed on the weld)
6) Keep welding area clear of flammable materials; clean solvent rags
7) Ventilate welding area because of poisonous fumes
8) Set up an arc welding table with dark curtains to protect others

LEARNING ACTIVITIES:

1) Set current control to required amperage.
2) Ground clamp to work material.
3) Display wall charts on safety.
4) Visit a welding shop

RESOURCES:

#1

UNIT: *Gas and Arc Welding*

LESSON: *Arc Welding Generator*

BEHAVIORAL OBJECTIVES:

The student will operate a welding generator.

CONTENT:

1) Welding Generator: A.C. type - alternating current; D.C. type - direct current
2) On-Off switch
3) Safety: keep water away from cables and keep cable ends from touching each other
4) Self-indicating control dials
5) Continuous current control
6) Ground cable with ground clamp; positive cable with electrode holder

LEARNING ACTIVITIES:

1) Choose arc welder according to required current output.
2) Set current control to desired amperage.
3) Have ground clamp clamped to work material.
4) Display wall charts on different types of welding generators.
5) Visit a welding shop to observe different operations.

RESOURCES:

#1

UNIT: *Gas and Arc Welding*

LESSON: *Arc Welding Procedure*

BEHAVIORAL OBJECTIVES:

The student will learn how to arc weld.

CONTENT:

1) Selection of right rod for job
2) Practice striking an arc
3) Beginning and continuing to weld
4) Controlling the puddle
5) 3 positions: horizontal, vertical and overhead
6) Welding different types of joints, e.g. butt
7) Use of different types of welding rods

LEARNING ACTIVITIES:

1) Display wall charts on welding rods.
2) Do metal sculpturing projects.
3) Practice using different rods and positions on scrap metal.
4) Obtain parts from a scrapyard.
5) Do bicycle repair on forks and frames.
6) Build monkey bars for schools

RESOURCE LIST

1) Welding Skills and Practices, American Technical Society, Chicago, Illinois, 1968
2) Modern Welding, Goodheart-Wilcox Publishing Company, South Holland, Illinois, 1966
3) Metal Working, Goodheart-Wilcox Publishing Company, South Holland, Illinois, 1973
4) Forging and Welding, McKnight Publishers, Bloomington, Illinois 61701, 1967, $4.98
5) Gas and Arc Welding and Cutting , McKnight Publishing Company, 1956, $1.98

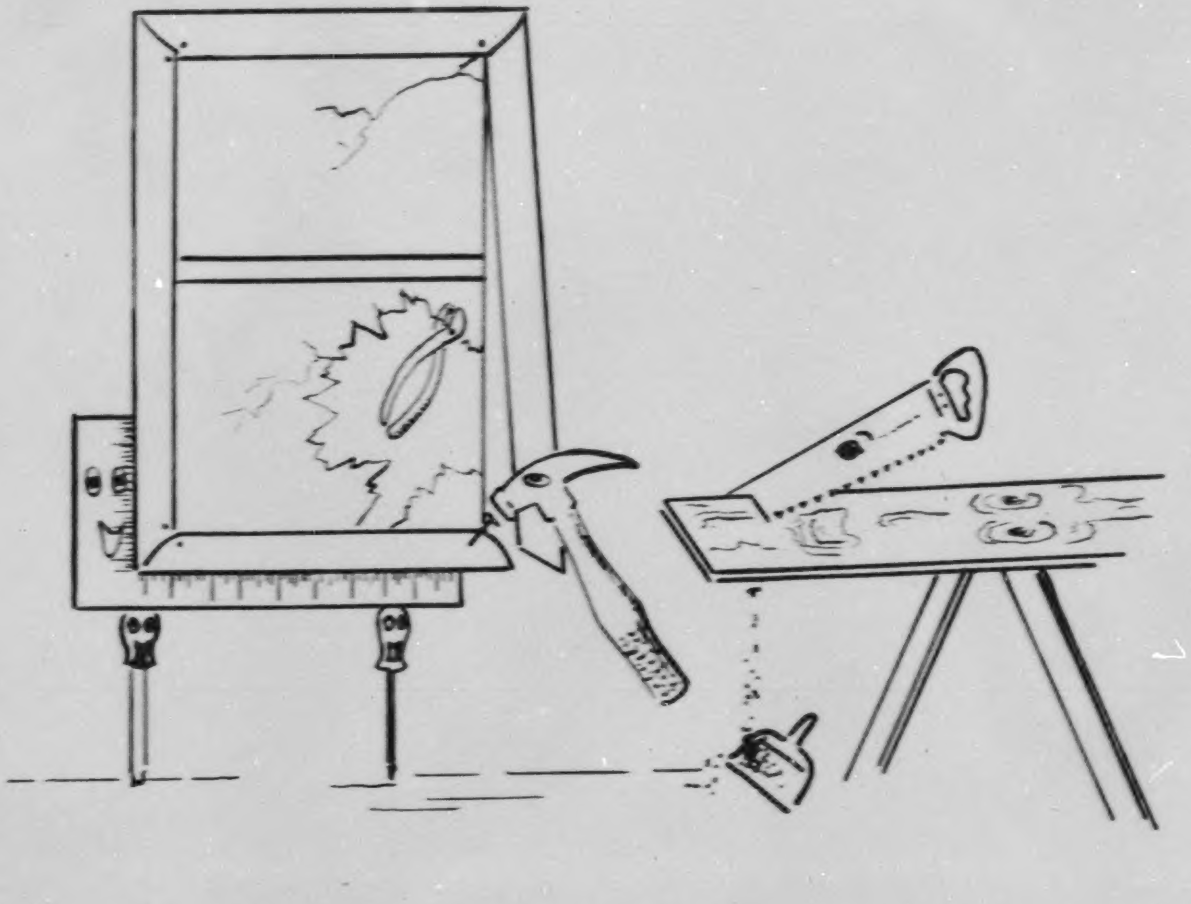
INTRODUCTION

UNIT: *Interior Home Maintenance*

The purpose of this unit is to provide the student with a practical knowledge of maintaining a home and also an introduction to various professional occupations.

Most of the unit can be applied to both handicapped and disadvantaged students. The basic difference may be in the depth that the instructor wants to go into each unit.

Usually the school principal and maintenance men are happy to let these students use the school for practical hands-on experience. Other places may be homes in the community that need repair work done on them.



SAMPLE: *DAILY LESSON PLAN*

UNIT: *Interior Home Maintenance*

LESSON: *Identifying handtools and their uses.*

LEARNING ACTIVITIES:
1. Display handsaw, claw hammer, wood chisel, coping saw, carpenter's square and hand brace and bit.
2. Demonstrate use of each tool with safety precautions emphasized.
3. Let student practice using each tool.
4. Let student work on a project involving tools.
5. Discuss and explain the maintenance and care of each tool.
6. Label each tool for later test.

TOOLS AND EQUIPMENT:
1. Handsaw
2. Carpenter's square
3. Coping saw
4. Hand brace and bit
5. Wood chisel
6. Claw hammer

SUPPLIES:
Nails
Paper and pencils
Scrap wood

SAFETY:
1. Cutting with saws.
2. Flying woodchips-wear goggles.
3. Flying nails.
4. Hitting fingers.

VOCABULARY:
Name of each tool.

MATH:
Measuring with a square.
Constructing a straight line.
Squaring a board to cut.

/H/ /D/

PRE-TEST

UNIT: *Interior Home Maintenance*

Match the names of each tool with the picture correctly identifying it. (Display tools on bench with each one numbered)

A. Handsaw ________
B. Claw Hammer ________
C. Wood Chisel ________
D. Framing Square ________
E. Jack Plane ________
F. Backsaw ________
G. Mitre Box ________
H. C-Clamp ________
I. Scratch Owl ________
J. Adjustable Wrench ________
K. Open End Wrench ________
L. Box Wrench ________

M. Brace ________
N. Anger Bit ________
O. Hacksaw ________
P. Tin Snips ________
Q. Utility Knife ________
R. Needle Nose Pliers ________
S. Vise Grips ________
T. Coping Saw ________
U. Screwdriver ________
V. Saber Saw ________
W. Circular Saw ________

POST-TEST

UNIT: *Interior Home Maintenance*

1. Give each student the pre-test again.
2. Have each student record to the nearest ¼ inch the length of the room.
3. On a sheet of paper have each student construct a 6 inch square using a carpenters square.
4. Construct a straight line 6 inches from the top of the paper.
5. Each student removes and replaces fuse.
6. Each student removes and replaces faucet gasket.
7. Each student removes and replaces window screen.

TARGET POPULATION /H/ /D/

UNIT: *Interior Home Maintenance*

LESSON: *Introduction to handtools #1*

BEHAVIORAL OBJECTIVES:
Student Will:
1. Know the names and uses of the equipment, tools, and supplies used in interior home maintenance.
2. Demonstrate the correct use of each tool to the instructor.

CONTENT:
1. Introduce and demonstrate the correct use of each tool.
2. Discuss safety when using each tool.
3. Maintenance and care of each tool.

LEARNING ACTIVITIES:
1. Student practices using each tool on scrap materials.
2. Student will pick a project to work on over the course of the unit that will develop his/her knowledge of the tools.
3. Assign tool room duties to acquaint students with tools.
4. Daily or weekly tests on tools, names, and uses.
5. Have student demonstrate his/her skill in using each tool.
6. Have local carpenters demonstrate use of tools.

RESOURCES:
1. Reader's Digest Complete Do-it Yourself Manual
2. Handyman's Book, Better Homes and Gardens

TARGET POPULATION E

UNIT: *Interior Home Maintenance*

LESSON: *Plumbing*

BEHAVIORAL OBJECTIVES:
Student Will:
1. Remove and replace a water faucet gasket.
2. Clean out a pipe with a plumber's snake.
3. Unstop a plugged toilet.
4. Be able to shut off the main water supply.

CONTENT:
1. Introduce and demonstrate how to do each job.
2. Introduce safety involved and tools, names, and uses.
3. Discuss how to find master shut off valve.
4. Discuss emergency plumbing problems-frozen pipes, broken pipes, and remedies.

LEARNING ACTIVITIES:
1. Display tools.
2. Have students remove and replace gaskets.
3. Have students practice using a plumber's snake.
4. Have a plumber discuss safety, and procedures.
5. Student will locate water shut off valves at home.
6. Oral test on safety procedures.

RESOURCES:
1. Simple Plumbing Repairs, U. S. Dept. of Agriculture Bulletin #2202.
2. Manual of Home Repairs, Grossett and Dunlap, New York.
3. Practical Handbook of Plumbing and Heating, Fawcett Publications.
4. Readers Digest Complete Do-It-Yourself Manual.
5. Handyman's Book, Better Homes and Gardens.

TARGET POPULATION /D/

UNIT: Interior Home Maintenance

LESSON: Plumbing

BEHAVIORAL OBJECTIVES:
Student Will:
1. Remove and replace a faucet gasket.
2. Clean out a pipe with a plumber's snake.
3. Assemble 10' pipe with one elbow joint included.
4. Identify by name 6 parts of a water closet.

CONTENT:
1. Introduce tools and supplies.
2. Safety.
3. Emergency procedures for frozen or broken pipes.
4. Location of shut-off valves.
5. Go over names and functions of water closet parts.

LEARNING ACTIVITIES:
1. Display a mock-up of toilet and water closet.
2. Student Practice:
    A. Assembling pipe.
    B. Replacing gaskets.
    C. Cleaning pipes, drains and traps.

RESOURCES:
1. Simple Plumbing Repairs, U. S. Dept. of Agriculture Bulletin #2202.
2. Reader's Digest Complete Do-It Yourself Manual.
3. Practical Handbook of Plumbing and Heating, Fawcett Publications.

UNIT: *Interior Home Maintenance*

LESSON: *Window Removal and Replacement*

BEHAVIORAL OBJECTIVES:
Student Will:
1. Correctly identify by name the tools and supplies needed to replace a window.
2. Remove and replace a window pane.

CONTENT:
1. Introduce and demonstrate correct use of each tool.
2. Demonstrate how to remove a window pane.
3. Safety procedures.
4. Demonstrate how to replace a window pane.
5. Demonstrate how to measure an opening for new glass.

LEARNING ACTIVITIES:
Student Will:
1. Remove and replace window pane with non-hardening putty.
2. Practice measuring openings.
3. Repair broken windows at home and in school.
4. Take an oral test on steps to remove and replace a window pane.

RESOURCES:
1. Reader's Digest Complete Do-It-Yourself Manual.
2. Handyman's Book, Better Homes and Gardens.

TARGET POPULATION /H/ /D/

UNIT: *Interior Home Maintenance*

LESSON: *Screen Removal and Replacement*

BEHAVIORAL OBJECTIVES:

1. Each student will remove and replace a screen on a wooden frame.

CONTENT:

1. Demonstrate use of tools-staplegun, cutters, etc...
2. Demonstrate how to remove molding and screen from frame.
3. How to measure opening for new screen.
4. How to cut and install new screen and molding.
5. Discuss different types of screens.

LEARNING ACTIVITIES:

1. Practice using tools on scrap lumber and screen.
2. Make 6" frames for students to screen.
3. Practice cutting screen on a marked line.
4. Repair screens in school, home, and community.
5. Display plastic, galvanized, and aluminum screen.

RESOURCES:

1. Reader's Digest Complete Do-It-Yourself Manual.

TARGET POPULATION /H/ /D/

UNIT: *Interior Home Maintenance*

LESSON: *Painting*

BEHAVIORAL OBJECTIVES:
Student Will:
1. Verbally identify 2 paints by its texture.
2. Prepare a surface for painting.
3. Identify a paint brush by its bristle.
4. List 5 steps for cleaning tools and equipment.

CONTENT:
1. Introduction of types of paints and their uses.
2. Introduction of brushes and rollers and their uses.
3. Surface preparation.
4. Safety.
5. Introduction of accessory equipment and supplies.
6. Cleaning procedures and agents.

LEARNING ACTIVITIES:
1. Display rollers, brushes, paint samples.
2. Student practices painting different types of surfaces.
3. Paint school rooms and old furniture can be included.
4. Tests.

RESOURCES:
1. Manual of Home Repairs, Grossett and Dunlap, New York.
2. Reader's Digest Complete Do-It-Yourself Manual.

TARGET POPULATION /H/ /D/

UNIT: *Interior Home Maintenance*

LESSON: *Plastening and Taping and Wallboard Repair*

BEHAVIORAL OBJECTIVES:

Student Will:

1. List the steps for mixing plaster.
2. Repair a hole in a plastered surface.
3. Repair a 6" square hole in wallboard surface.

CONTENT:

1. How to prepare surface.
2. How to mix plaster.
3. Application procedures and tools.
4. How to apply joint tape.
5. Repairing wall board.

LEARNING ACTIVITIES:

1. Student will mix plaster for art molds.
2. Knock holes in old wall, mock-up, and let student practice patching.
3. Student will tape pieces of sheetrock together.
4. Practice repairing wallboard.

RESOURCES:

1. The Fix-It Book, Gramercy Publishing Company.
2. Handyman's Book, Better Homes and Gardens.

TARGET POPULATION /H/ /D/

UNIT: Interior Home Maintenance

LESSON: Ceramic and Asphalt Tile

BEHAVIORAL OBJECTIVES:

1. Student will remove and replace 4 square feet of ceramic and asphalt floor tile.

CONTENT:

1. Procedure for removing old ceramic and asphalt tiles.
2. Surface preparation.
3. Types of adhesives for ceramic and asphalt tile.
4. Cutting tile.
5. Safety.
6. Keeping straight line when laying tile.
7. Clean up procedures and agents.

LEARNING ACTIVITIES:

1. Display tile samples and adhesive samples.
2. Practice laying tile on sheets of plywood.
3. Have students lay out their name with tile on plywood.
4. Practice cutting tile scraps.
5. Tile expert demonstrate correct procedures.
6. Performance tests.
7. Tile floor in school.

RESOURCES:

1. Reader's Digest Complete Do-It-Yourself Manual.
2. Manual of Home Repairs, Better Homes and Gardens.

TARGET POPULATION /B/ /D/

UNIT: *Interior Home Maintenance*

LESSON: *Practical Household Electricity*

BEHAVIORAL OBJECTIVES:
Student Will:
1. Replace a fuse and reset a circuit breaker.
2. Given 4 fuses, correctly identify the blown fuse.
3. Remove and replace alight switch and a wall outlet.

CONTENT:
1. Go over types of fuses and circuit breakers and purpose.
2. How to identify blown fuses, popped breakers and locating the cause.
3. Safety when working with electricity.
4. How to change switches and outlets.
5. Tools-names and uses.

LEARNING ACTIVITIES:
1. Display of fuses-good and bad.
2. Figuring problems on amperage of a circuit.
3. Practice changing switches and outlets on mock-up board.
4. Student will remove all switches and outlets in school and interchange them.
5. Practice locating popped circuit breaker and resetting it.
6. Label circuit breakers and fuses as to their circuit location.

RESOURCES:
1. Reader's Digest Complete Do-It-Yourself Manual.
2. The Fix-It Book, Gramercy Publishing Company, New York.

RESOURCE LIST

UNIT: *Interior Home Maintenance*

1. *Building Custodian*, U. S. Dept. of H.E.W., Office of Education.
2. *The Fix-It Book*, Gramercy Publishing Company, New York.
3. *Handyman's Book*, Better Homes and Gardens.
4. *Manual of Home Repairs*, Grossett and Dunlap, New York.
5. *Practical Handbook of Plumbing and Heating*, Fawcett Publications.
6. *Reader's Digest Complete Do-It Yourself Manual*.
7. *Simple Plumbing Repairs*, U. S. Dept. of Agriculture, Bulletin #2202.
8. *Carpenter Aid-Small Home Construction* #2002621
   Mr. Marc Hull, Votex Department, University of Vermont, Burlington, VT 05401 (Free)
9. *Painter's Helper* #2002731, Mr. Marc Hull, Votex Department, University of Vermont, Burlington, Vt. 95401 (Free).

INTERIOR MAINTENANCE CHECKLIST

1) Attic: look for roof leaks, check insulation ventilation, rafters and sidewalks

2) Windows: sticking, broken glass or locks and weatherstripping

3) Bathroom: dripping faucets and shower heads, flush valves, drains

4) Walls & Ceilings: condition of painted surfaces, cracks, holes or bulges in plaster

5) Floors: loose creaking boards, worn areas, cracked and chipped baseboards and moldings, broken or missing floor tiles

6) Staircase: loose creaking treads, shakey handrails and posts

7) Doors: inspect for sticking and sagging, examine locks and chains, replace worn weatherstripping

8) Fireplace: check dampers, hearth, grate, andirons and screen

9) Plumbing: check waste pipe traps, main line and shut off valves

10) Electrical: frayed cords, loose connections, bad switches and outlets

JOB CHECKLIST

Name: ____________________ Instructor: ____________________

JOB	DATE COMPLETED	COMMENTS
Replace a faucet gasket		
Operate plumbing snake		
Locate and shut off main valve		
Know water closet parts		
Apply safety practices		
Remove and replace window glass		
Remove and replace screen		
Remove and replace door		
Remove and replace door lock		
Install threshold		
Remove and replace shades		
Remove and replace blinds		
Mix and apply plaster		
Replace wall board and tape		
Remove and replace asphalt tile		
Remove and replace ceramic tile		

SUGGESTED EQUIPMENT, TOOLS AND SUPPLIES

1. Adjustable wrenches
2. Screwdrivers
3. Snake
4. Channel locks
5. Pipe wrenches
6. Long nose pliers
7. Putty knife
8. Chisel
9. Hammer
10. Iron
11. Glass cutter
12. Staple gun
13. Utility knife
14. C-clamps
15. Block plane
16. Level
17. Carpenter's square
18. Handsaw
19. Keyhole saw
20. Pliers
21. Backsaw
22. Needle nose pliers
23. Vise
24. Trowel
25. Pails
26. Tape measure
27. Concrete chisel
28. Propane torch
29. Wood glue
30. Grout
31. Joint compound
32. Plaster
33. Floor adhesives
34. Nails, screws, fasteners
35. Glazing points
36. Glazing compound
37. Staples

INTRODUCTION

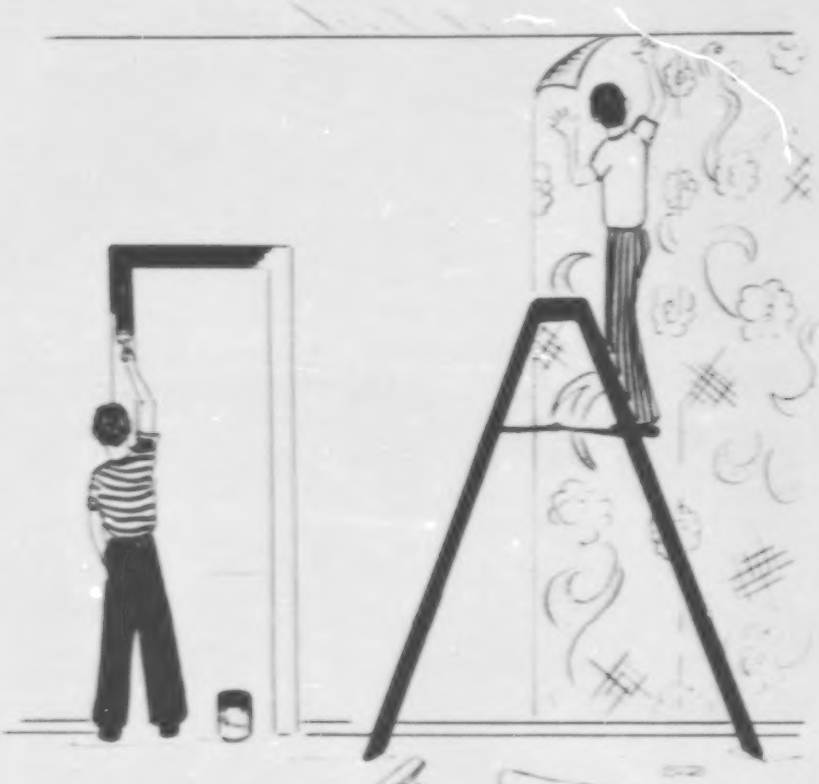
UNIT: Interior Painting, Wallpapering, and Paneling

The purpose of this unit is to give students practical hands-on experience with activities which may be applied to either improving their own homes or seeking employment at the entry level.

Both handicapped and disadvantaged students should follow the same skill procedures. However, extra time should be allowed for handicapped students.

If the shop facility or school policy allows, all painting, wallpapering, and paneling should be done as a permanent installation. If permanent installation is not possible, construction of room mock-up is necessary. A suggested mock-up is a booth having one right angle which can be equipped with baseboards, a ceiling, electrical outlet, and any architectural features needed to provide realistic job simulation.

Material may be donated by retail outlets for job simulation.



PRE-POST TEST

/H/ /D/

UNIT: Painting, Wallpapering, and Paneling

(oral and demonstration for H; written and demonstration for D)

1. Name a room in a home or an area where the following types of paint would be most appropriate.
   a. Primer
   b. Semi-gloss
   c. Flat
   d. Gloss
   e. Texture Paint
   f. Catalyst Coating

2. Name the method most suitable for cleaning up brushes and rollers used for:
   a. Oil Base Varnish
   b. Latex Paint
   c. Oil Base Paint
   d. Catalyst Coating

3. Name 3 characteristics of a safe ladder.

4. Where should rags be stored if they've been used with flammable materials?

5. Name three methods to attach wallpaper to walls.

6. Name three methods to attach rigid paneling to walls.

7. Describe the steps in preparing a wall for painting.

8. Name 4 things that wallpaper and paneling must be cut to fit around.

9. Name 3 qualities a worker in this field must have to ensure his job.

10. Name as many safety precautions as you can think of that you must practice while painting a room.

11. Using a paint brush and water, demonstrate the proper sequence for painting a wall.

12. Demonstrate how the brush you used in #10 would be cleaned and stored correctly.

13. Demonstrate how you cut an opening in wallpaper to allow for a wall receptacle or light switch.

14. Measure the room you are in now and determine how much paint you would need to buy to paint only the ceiling with 1 coat and to apply 4x8' paneling to the north wall.

TARGET POPULATION /H/ /D/

UNIT: _Interior Painting, Wallpapering, and Paneling_

LESSON: _Tools, Equipment, Supplies, Procedures_

BEHAVIORAL OBJECTIVES:
Student Will:
1. Know how to select and to use interior paints for walls, ceilings, woodwork, and floors.
2. Recognize, use, and maintain basic types of paint brushes.
3. Recognize, use, and maintain paint rollers and related material.
4. Recognize, use, and maintain supplementary painting equipment.
5. Demonstrate safety practices in using related equipment.

CONTENT:
1. Types of interior paints.
2. Characteristics of paint brushes for interior work.
3. Using, cleaning, and storing paint brushes.
4. Selecting paint rollers and related equipment.
5. Using, cleaning, and storing paint rollers and related equipment.
6. Related equipment for interior painting.
7. Safety practices.

LEARNING ACTIVITIES:
1. Collect and display chip samples of types of paints and cans and/or labels.
2. Visit retail paint store and/or use catalogs to read descriptions and compare prices. Also see demonstration of tinting and mixing paints.
3. Collect and display different quality paintbrushes and show what happens when you use a cheap brush.
4. Photograph and display pictures of students demonstrating the correct methods of using a paint brush and paint roller.
5. Build paint brush storage boxes and properly store school brushes.
6. Demonstrate safety practices in using related equipment.
7. Build paint booth, (a right angle, baseboard, and ceiling), and have students practice painting techniques.

RESOURCES:
1 thru 9, 12 - see resource list at end of unit.

TARGET POPULATION /H/ /D/

UNIT: *Interior Painting, Wallpapering, and Paneling*

LESSON: *Preparing To Paint A Room*

BEHAVIORAL OBJECTIVES:
Student Will:
1. Prepare an interior room prior to painting.
2. Learn and practice correct procedures for applying interior paint, and will carry out a painting job: ceiling and walls.

CONTENT:
1. Preparing walls, ceilings, and wood work for painting.
2. Sequence of paint application.
3. Clean-up of room after painting.

LEARNING ACTIVITIES:
1. Practice repairing holes and cracks in drywall and plaster.
2. Practice masking areas not to be painted.
3. Paint school room or find a room in a community building, private home, or business. Each student should have responsibility of painting a room or supervising a crew of student painters.

RESOURCES:
1 thru 10, 12 - see resource list at end of unit.

TARGET POPULATION H D

UNIT: *Interior Painting, Wallpapering, and Paneling*

LESSON: *Wall Papering*

BEHAVIORAL OBJECTIVES:
Student Will:
1. Identify wallpaper by types, materials, and uses.
2. Demonstrate how to measure an area to determine how much wallpaper is necessary to paper a wall, and will demonstrate how to prepare a wall prior to applying wallpaper.
3. Demonstrate application of paper to walls and ceilings matching and aligning patterns and fitting around wall receptacles and architectural features of the room.
4. Repair damaged wallpaper.

CONTENT:
1. Types, materials, and use of wallpaper.
2. Measurement.
3. Wall preparation.
4. Tools and application techniques.
5. Repairing damaged wallpaper.

LEARNING ACTIVITIES:
1. Visit homes and businesses where wallpaper is used.
2. Review use of measuring tools and how to figure square footage.
3. Visit a retail store which sells wallpaper.
4. Read an estimated coverage chart and figure out how much wall paper to purchase.
6. Apply wall paper to a work station, or to a wall at school, or in a local building.
7. Repair torn and stained wallpaper.
8. Demonstrations by teacher.
9. A field trip where a professional paperhanger is working.

RESOURCES:
8, 10, 11, 12 - see resource list at end of unit.

TARGET POPULATION /B/ /D/

UNIT: *Interior Painting, Wallpapering, and Paneling*

LESSON: *Paneling*

BEHAVIORAL OBJECTIVES:
Student Will:

1. Recognize the various types of rigid wall paneling and will be able to describe the most efficient and economical ways of attaching the paneling to walls.
2. Select, cut, and apply rigid paneling to a wall and will finish off the job with coving or edging.

CONTENT:

1. Types of rigid paneling.
2. Types of coving and edging.
3. Methods of attaching paneling to wall surface.
4. Measuring and cutting paneling to fit.

LEARNING ACTIVITIES:

1. Display samples of types of rigid paneling, coving, and edging and materials for attaching paneling to wall.
2. Visit a retail outlet (lumber yard) to view the wide selection of materials available.
3. Visit public buildings or private homes to identify types of paneling used.
4. Demonstrate and have student practice methods of attaching paneling (this can be done with small pieces).

RESOURCES:
1, 4, 7, 10, 11, 12 - see resource list at end of unit.

TARGET POPULATION /H/ /D/

UNIT: *Interior Painting, Wallpapering, and Paneling*

LESSON: *Job Awareness*

BEHAVIORAL OBJECTIVES:
1. Student will relate hand skill training and knowledge of wall treatments to opportunities in the world of work.

CONTENT:
1. Job opportunities.
2. Qualities of a worker.

LEARNING ACTIVITIES:
1. Guest speaker who earns a living applying wall coverings.

RESOURCES:

SAMPLE: DAILY LESSON PLAN

UNIT: *Interior Painting, Wallpapering, and Paneling*

LESSON: *Selecting Interior Paints For Walls, Ceilings, and Woodwork, and Floors*

LEARNING ACTIVITIES:

1. Collect chips of paint showing colors.
2. Collect chips of paint showing textures.
3. Identify types of paint used on different areas of a building.
4. Display paint cans or labels from paint cans and stress following directions and specifically noting any safety warnings.
5. Chart listing criteria for choosing wall paint for bath, kitchen, and living areas, for woodwork, for floors, and for ceilings.

TOOLS AND EQUIPMENT:

None

SUPPLIES:

1. Paint cans
2. Color chips
3. Catalogs for price and description comparisons

SAFETY:

1. Ventilation
2. Flammability
3. Clean-up
4. Read label directions

VOCABULARY:

gloss
semi-gloss
flat
primer
clean finish
oil base
latex
catalyst coatings
water soluable
tinting
curability

MATH:

1. Cost comparison of types of paint.
2. Figuring how much paint to buy.

RESOURCE LIST

UNIT: *Interior Painting, Wallpapering, and Paneling*

1. Better Homes and Gardens Handyman's Book, Meredith Corporation, 1970.
2. Korma, Frank E. Related Theory for Painter and Decorators, state of New Jersey, Department of Education, Division of Vocational Education, 1972.
3. Ladders: Selection, Maintenance, Proper Use, Stock No. 2200-0069, 45c General Services Administration.
4. Manual of Home Repairs, Remodeling, and Maintenance, Grosset and Dunlap, 1972.
5. Paint and Painting, General Services Administration.
6. Painting Room Walls, University of Idaho College of Agriculture, Current Information Series, No. 155, February, 1974.
7. Reader's Digest Complete Do-It-Yourself Manual, The Reader's Digest Association, 1973.
8. Schultz, Morton, The Practical Handbook of Painting and Wallpapering, Faucett Publications, Inc., 1969.
9. Soderberg, George, Finishing Technology, 3rd ed., Bloomington, Illinois: McKnight and McKnight Publication Company, 1969.
10. Pamphlets and folders from retail outlet.

Audio-Visual

11. "How to Hang Wall Coverings for the Do-It-Yourselfer." Nasco Home Economics Supply. P.O. Box 3837, 1524 Princeton Ave., Modesto, California 95352. Ninety frame color filmstrip with record, $37.50. Fifty classroom instruction booklets, $15.00.
12. "Interior Building Materials for the Home." Nasco Home Economics Supply, P.O. Box 3837, 1524 Princeton Ave, Modesto, California 95352. Fourty-two color slides, $14.50.

INTRODUCTION

UNIT: *Electricity*

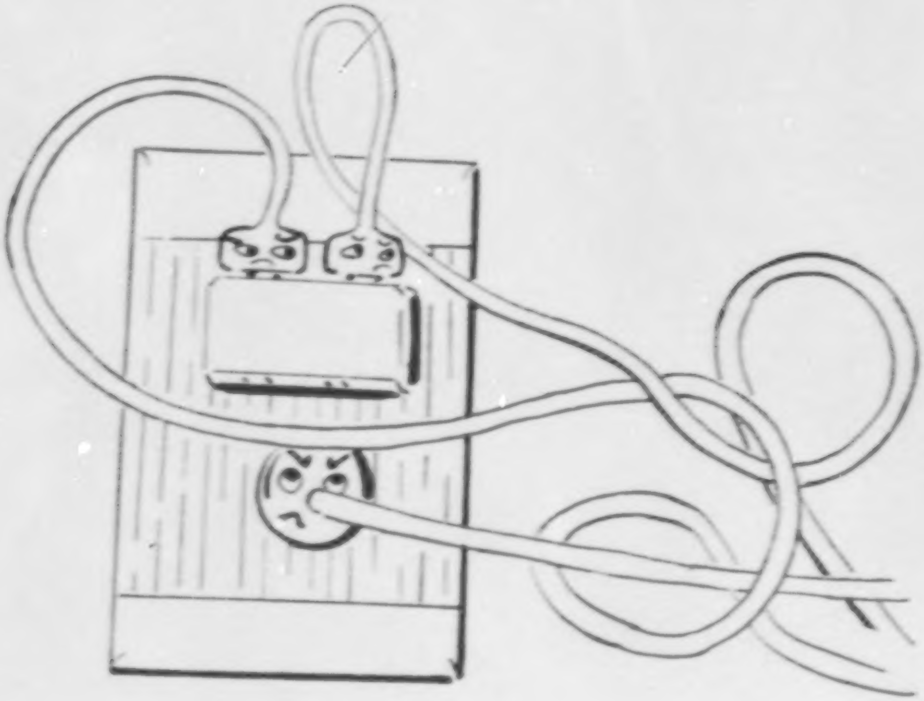
This unit is designed for handicapped students with an emphasis on electrical safety. Most of the lessons can be accomplished without any basic knowledge of electrical terms or circuits.

Both girls and boys should have this basic course to help them when they have their own homes or apartments.

The instructor should try to instill in each student a respect, but not fear, for electricity.

If you want to go further into electricity with disadvantaged students, a course in the theory of electronics could be used. This would cover basic terms, calculations, using test equipment and reading schematic diagrams.

This would be useful if a student plans on going into an occupation involving some electrical knowledge.



PRE-TEST

H D

UNIT: Electricity

1. Have student identify the basic tools needed for electrical work. Either display the tools on a table or have pictures of each one to match to it's name.

   Tools
   1. Wire Strippers
   2. Needle Nose Pliers
   3. Soldering Iron
   4. Screwdrivers - Flat and Crosspoint
   5. Test Light
   6. Slip Joint Pliers

2. Display four fuses and have student choose the one that has blown.

3. Written or verbal definition of amps, watts, volts to get an idea of their knowledge of electricity.

4. What type outlet do you plug a toaster?
   a. 110 V/DC
   b. 220 V/DC
   c. 50 V/AC
   d. 75 V/DC

5. Write or verbally describe five potential electrical hazards in the home.

6. Written or verbal description of two ways to put out an electrical fire.

POST-TEST

H D

UNIT: Electricity

1. Give students all questions on pre-test.

2. Give each student a performance test on
   a. Changing light switch and wall outlet.
   b. Reading the capacities of a small appliance. Student should know amperage, wattage, and voltage.
   c. Reset a circuit breaker.
   d. Replace a fuse.
   e. Splice two wires together.
   f. Solder wires to contacts.

SAMPLE: DAILY LESSON PLAN

/E/ /B/

UNIT: *Electricity*

LESSON: *Fuse Replacement*

LEARNING ACTIVITIES:
1. Reading amperages on fuses.
2. Identifying blown fuses from good ones.
3. Removing and replacing fuses in a fusebox mock-up.
4. Removing and replacing fuses in school.
5. Labeling circuits for each fuse in school.

TOOLS AND EQUIPMENT:
Test Light

SUPPLIES:
Supply of good and bad fuses

SAFETY:
Turn off power switch

VOCABULARY:
Amp
Fuse
Main Switch
Voltage
Off-On

MATH:

TARGET POPULATION /E/ /D/

UNIT: Electricity

LESSON: Safety

BEHAVIORAL OBJECTIVES:
Student Will:
1. Name five electrical hazards in a home.
2. Name two methods for stopping an electrical fire.
3. Repair a frayed extension cord.

CONTENT:
1. Common electrical accidents.
2. Tool safety.
3. First Aid for electrical shock.

LEARNING ACTIVITIES:
1. Go through rooms at school and list hazards to be corrected and then correct the problems.
2. Practice mock first aid situations.
3. Compile a checklist of safety procedures for working with electricity.
4. Fireman speak on safety.

RESOURCES:
2, 3 - see rescource list at end of unit.

TARGET POPULATION H IV

UNIT: *Electricity*

LESSON: *Fuseboxes and Circuit Breakers*

BEHAVIORAL OBJECTIVES:
Student Will:
1. Identify a blown fuse amongst three good fuses.
2. Reset a popped circuit breaker.
3. Remove and replace a fuse in a fusebox.

CONTENT:
1. Fuses
    a. Why they blow
    b. Types
    c. Trouble shooting causes
    d. Identifying blown fuses
2. Circuit Breakers
    a. Operation and resetting
    b. Labeling circuits

LEARNING ACTIVITIES:
1. Discussion on necessity of replacing blown fuse with one of the correct size.
2. Practice changing fuses on fusebox mock-up.
3. Label circuit breakers in school according to rooms that furnish power.

RESOURCES:
2, 3, 4, 5 - see resource list at end of unit.

TARGET POPULATION H D

UNIT: *Electricity*

LESSON: *Small Appliances*

BEHAVIORAL OBJECTIVES:

Student Will:

1. Disassemble and reassemble a toaster.
2. Solder a wire to terminal post.
3. Verbally define current, boltage, and wattage.

CONTENT:

1. Carrying capacities of common appliances.
    a. Current
    b. Wattage
    c. Voltage
2. Disassembling an appliance
    a. Using a parts locator sheet
    b. Cleaning parts
3. Troubleshooting and repair
    a. Open and shorted circuits

LEARNING ACTIVITIES:

1. Have students gather up small appliances and record voltage, amperage, and wattage requirements.
2. Make a list of common problems and their cures for various appliances.
3. Practice stripping wires, soldering wire, and taping wire.
4. Bring appliances from home that need repair or cleaning.

RESOURCES:

4, 6 - see resource list at end of unit.

TARGET POPULATION /H/ /D/

UNIT: Electricity

LESSON: Switches and Outlets

BEHAVIORAL OBJECTIVES:
STudent Will:
1. Remove and replace a light switch.
2. Remove and replace a wall outlet.

CONTENT:
1. Safety - locating and shutting off power.
   Testing to check if power is off.
2. Switches
   a. types
   b. removal and replacement procedures
3. Wall Outlets
   a. types
   b. removal and replacement procedures

LEARNING ACTIVITIES:
1. Mock-up of switches and outlets to practice on.
2. Practice using a test light which is made by each student.
3. Interchange switches and outlets in the schoolrooms.

RESOURCES:
1, 2, 3, 4 - see resource list at end of unit.

TARGET POPULATION /H/ /D/

UNIT: Electricity

LESSON: Wiring

BEHAVIORAL OBJECTIVES:
Student Will:
1. Construct a ten foot, three wire extension cord.
2. Splice two wires together.
3. Build a lamp when given the necessary materials.

CONTENT:
1. Wire
    a. Sizes and uses according to size.
    b. Stripping and splicing.
2. Ground wires purpose.
3. Lamp construction.
4. State Departments wiring codes.

LEARNING ACTIVITIES:
1. Board displaying different sizes of wires.
2. Make mini circuits with batteries, switches, and light bulbs.
3. Compile a list of common tools and appliances and their wiring size.

RESOURCES:
1, 2, 3, 5, 6 - see resource list at end of unit.

JOB CHECKLIST

NAME: ______________________ INSTRUCTOR: ______________________

JOB:	DATE COMPLETED:	COMMENTS
Safe Use of Tools		
Identify Blown Fuse		
Change Fuse		
Reset Circuit Breaker		
Disassemble Small Appliance		
Reassemble Small Appliance		
Construct Extension Cord		
Splice Wires		
Replace Switch		
Replace Wall Outlet		
Repair a Short Circuit		
Repair an Open Circuit		
Identify 110 Outlet		
Identify 220 OUtlet		

SUGGESTED EQUIPMENT, TOOLS AND SUPPLIES

1) Pliers
2) Knife
3) Screwdriver
4) Tape Measure
5) Hammer
6) Hacksaw
7) Keyhole Saw
8) Metal Snips
9) Side Cutting Pliers
10) Longnose Pliers
11) End Cutting Pliers
12) Slip Joint Pliers
13) Nut Runner Set
14) Wire Stripper
15) Soldering Iron
16) Test Light
17) Tape (Plastic)
18) Fuses
19) Solder
20) Solderless Connectors
21) Switches
22) Outlets
23) Various Wire
24) Multimeter
25) Wrenches

RESOURCE LIST

UNIT: *ELECTRICITY*

1) All About Home Wiring, Goodheart-Wilcox Company, South Holland, Illinois
2) All ABout Repairing Small Appliances, Hawthorne Books, Incorporated
3) Better Homes and Gardens Handyman's Book
4) How To Be Your Own Electrician, Popular Science Skill Book
5) Practical Handbook of Electrical Repairs, Faucett Publications
6) Reader's Digest Complete Do-It-Yourself Manual
7) Electrical Trades: Blueprint Reading, Delmar Publishers, Albany, New York, 1969, P.O. Box 5087, Albany, New York
8) Basic Electricity and Electronics, American Technical Society, 848 East 58th Street, Chicago, Illinois 69637
9) Electricity, Bill Hicks. Director, Office of Vocational Education, State Department of Education, 908 Rutledge Building, Columbia, South Carolina 29201. Copies can be requested by State Supervisors only.
10) Alternating Current Fundamentals. Delmar Publishers, P.O. Box 5087, Albany, New York, $6.00
    Direct Current Fundamentals, Delmar Publishers, P.O. Box 5087, Albany, New York $5.40
11) Projects in Electricity, McKnight and McKnight, $1.98

INTRODUCTION

UNIT: *Plumbing*

This unit should cover enough plumbing practices so that a student may obtain further training leading to a job as a plumber's assistant or even as a certified plumber.

The students should have a basic knowledge of math and reading. The depth of instruction depends on students' capabilities and instruction time.

If time is limited, the procedures for cutting pipe, threading pipe, repairing leaks and other emergencies and connecting pipes and joints should be given top priority in behavioral objectives.

Hands-on experiences are to be the main instruction methods. Try as hard as possible to obtain plumbing parts, pipes and equipment to use in the program.

SAMPLE: DAILY LESSON PLAN D

UNIT: *Plumbing*

LESSON: *Emergencies*

LEARNING ACTIVITIES:

1) Discuss emergencies which have occurred and possible causes.
2) Compile a trouble-shooting checklist for different emergencies.
3) Practice fixing mock emergencies.
4) Invite a plumber to speak on emergencies s/he encounters.

TOOLS AND EQUIPMENT:

1) Heat lamp
2) Pipe wrenches
3) Screwdrivers
4) C-clamps

SUPPLIES:

1) Epoxy putty
2) Tape
3) Rags

SAFETY:

Hot pipes

VOCABULARY:

putty, tape, names of tools

MATH:

UNIT: *Plumbing*

LESSON: *Tools*

BEHAVIORAL OBJECTIVES:

The student will identify by name all tools commonly-used by plumbers and use these tools for the jobs they were designed for.

CONTENT:

1) Display and demonstrate use of tools.
2) Explain the function of each tool.
3) Give the cost of each tool.
4) Discuss safety, care and maintenance of tools.

LEARNING ACTIVITIES:

1) Display all tools and practice using them.
2) Price tools at a plumbing store.
3) Students should label each tool and store it.
4) Students should learn the function of each tool before s/he uses it.

RESOURCES:

#2, #4

UNIT: *Plumbing*

LESSON: *Emergencies*

BEHAVIORAL OBJECTIVES:

The student will:

1) repair a cracked pipe, an over-flowing toilet bowl and a stopped-up sink drain.
2) verbally explain how to treat a frozen pipe.

CONTENT:

1) How to shut off power or water
2) Common causes of each emergency
3) Repair procedures

LEARNING ACTIVITIES:

1) Discuss emergencies which have occurred and possible causes.
2) Practice caring for mock emergencies.
3) Invite a plumber to speak on emergencies s/he encounters.

RESOURCES:

#2, #4

UNIT: *Plumbing*

LESSON: *Home Plumbing Systems*

BEHAVIORAL OBJECTIVES:

The student diagram how water reaches a building and list 2 drainage systems commonly used in the community.

CONTENT:

1) Water supplies - city and county
2) Piping in rooms - vents, traps
    a. purpose
    b. operation
3) Drainage systems
    a. types
    b. purpose
    c. operation

LEARNING ACTIVITIES:

1) Follow diagrams of house piping system.
2) Draw up a piping system for a 2-story house.
3) Take a field trip to the site of a house under construction and watch the plumber install plumbing.
4) Discuss state plumbing codes.
5) Discuss digging a well according to specifications and regulations.
6) Take a field trip to a sewage treatment plant.

RESOURCES:

#2, #3, #4

TARGET POPULATION D

UNIT: *Plumbing*

LESSON: *Piping*

BEHAVIORAL OBJECTIVES:

The student will list 3 water supply pipe types and 3 drain pipe types.

CONTENT:

1) Piping
    a. types
    b. advantages and disadvantages of each
    c. sizes
    d. connections - types and sealers
    e. codes
    f. cost
    g. uses - water supply, drainage, vents
    h. safety

LEARNING ACTIVITIES:

1) With a blueprint of a house, figure the cost of piping.
2) Practice connecting and sealing different types of pipe.
3) Install piping to a mock-up toilet or sink
4) Using the proper tools, practice cutting and threading pipe.
5) Visit a construction site to inspect pipe layout and connections.

RESOURCES:

#2, #3, #4

UNIT: Plumbing

LESSON: Clogged Drains

BEHAVIORAL OBJECTIVES:

The student will unclog a toilet using both an auger snake and a plunger.
The student will list 4 ways to unclog a sink drain.

CONTENT:

1) Tools and supplies
    a. types and uses
2) Causes of clogged drains
3) Methods of unclogging
4) Safety and health

LEARNING ACTIVITIES:

1) Display homemade and commercial tools and supplies.
2) Display wall charts that show the main areas which clog up.
3) Clear all drains and traps in the school.
4) Invite a plumber to speak on and give tips for cleaning drains.

RESOURCES:

#2, #4

TARGET POPULATION B

UNIT: *Plumbing*

LESSON: *Pipe Cutting and Threading*

BEHAVIORAL OBJECTIVES:

The student will:

1) use the proper tools to cut plastic, copper, brass, iron and steel pipe.
2) thread a steel pipe.
3) Flare a flexible copper tubing.

CONTENT:

1) Tools
2) Procedures to follow for each type of pipe.
3) Finishing cut ends - filing, steel wool, flaring
4) Safety

LEARNING ACTIVITIES:

1) Practice cutting scrap pipe.
2) Display types of pipe.
3) Practice joining different kinds of pipe, e.g. steel to plastic.
4) Measure or calculate pipe lengths.
5) Practice flare tubing.

RESOURCES:

#2, #3, #4

Unit: *Plumbing*

LESSON: *Toilets*

BEHAVIORAL OBJECTIVES:

The student will:

1) label the major parts of the flush tank on a diagram.
2) disassemble and reassemble a toilet tank.

CONTENT:

1) Parts
   a. location
   b. function
   c. assembly
2) Common problems and their solutions

LEARNING ACTIVITIES:

1) Disassemble and then reassemble a toilet tank.
2) Display wall charts showing location of different parts.
3) Compile a trouble-shooting checklist for common malfunctions.

RESOURCES:

#2, #3, #4

UNIT: *Plumbing*

LESSON: *Toilet Installation*

BEHAVIORAL OBJECTIVES:

The student will remove and replace a toilet.

CONTENT:

1) Tools
2) Safety
3) Removing old toilet
4) Installing new toilet (tankless or with tank)
5) Cost

LEARNING ACTIVITIES:

1) Practice on a mock-up toilet.
2) Visit a plumbing store to see different kinds of toilets and to compare costs.
3) Install gaskets and remove old sealing.
4) Put in new seal.

RESOURCES:

#2, #3, #4

UNIT: *Plumbing*

LESSON: *Sink Installation*

BEHAVIORAL OBJECTIVES:

The student will diagram the pipe installation for a new sink and install it.

CONTENT:

1) Tools
2) Safety
3) Types of pipes and fittings
4) Measuring lengths of pipe
5) State plumbing codes for sink installation
6) Extending existing pipe

LEARNING ACTIVITIES:

1) Display wall charts of piping and sink parts.
2) Practice connecting joints, valves and fittings.
3) Diagram the roughing in pipe.
4) Install a mock-up sink.

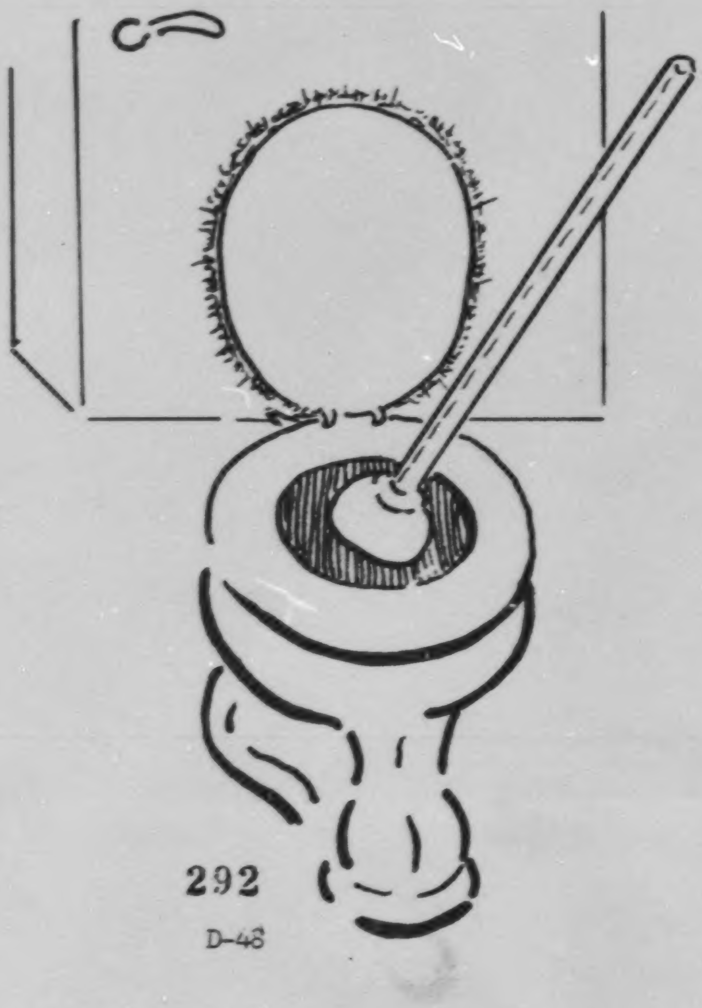
RESOURCES:

#2, #3, #4

RESOURCE LIST

UNIT: *Plumbing*

1) Plumber, Real People at Work, Career Development Department, Educational Research Council of America, Cleveland, Ohio
2) Reader's Digest Complete Do-It-Yourself Manual, Reader's Digest Association, $11.95
3) State Plumbing Codes, State Department of Labor
4) Handyman's Book, Better Homes and Gardens Publishing Company
5) Plumbing: Blueprint Reading and Sketching, Delmar Publishers, Albany, New York 1969
7) How To Design and Install Plumbing, American Technical Society, 848 East 58th Street, Chicago, Illinois 60637, 1960
8) Popular Mechanics Do-It-Yourself Encyclopedia, Volumes 1-16, Book Division, Hearst Magazines, New York, New York 10019



INTRODUCTION

UNIT: *Furniture Refinishing and Repair*

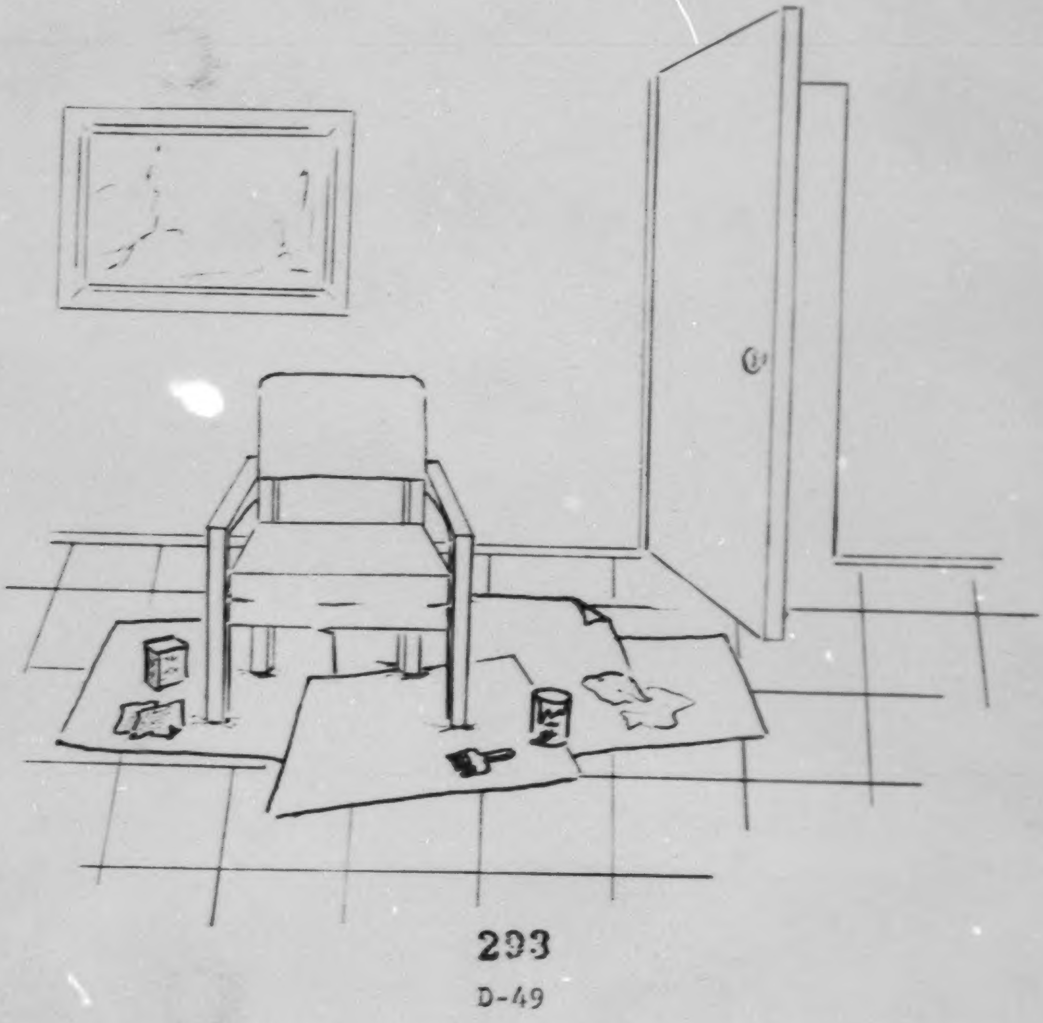
The following is a general outline of an introduction to Furniture Refinishing and Repair. The unit can be covered in a month or a year depending on the quality of work you as an instructor will accept.

If you just want to give the student a sample of the various procedures, then it can be accomplished in less time.

I recommend that patience be constantly praised and reinforce when refinishing furniture. Most handicapped students want to finish a piece of furniture in a day.

It is suggested that a picture of the furniture be taken before it is refinished to compare at a later date when the project is completed.

The Pre-Post test may be given orally or written, depending on the student.



PRE-POST TEST

/H/ /D/

UNIT: *Furniture Refinishing and Repair*

1. What is the purpose of paint thinner?
   - a. Remove paint from the surface of furniture
   - [✓ b.] Clean paint brushes
   - c. Stain wood

2. What is used to fill holes in wood surfaces?
   - a. Spackling Paste
   - b. Window Putty
   - c. Colored Wood Putty
   - [✓ d.] All of the above

3. What is the purpose of stain?
   - [✓ a.] Change color of wood
   - b. Protect the wood from water spills
   - c. Remove old paint or varnish

4. What is purpose of varnish?
   - a. Change color of the wood
   - [✓ b.] Protect the wood from damage
   - c. Remove old paint

5. Which direction do you sand wood?
   - [✓ a.] With the grain
   - b. Against the grain

6. How do you apply stain to wood?
   - a. With a roller
   - b. With a rag
   - c. With a brush
   - [✓ d.] All of the above

7. What do you use between coats of varnish?
   - a. Stain
   - b. Belt sanders
   - [✓ c.] Steel wool
   - d. Paint thinner

8. What is the difference between a gloss varnish and a satin varnish?
   - a. Satin varnish is thinner
   - b. Gloss varnish is thinner
   - [✓ c.] Gloss varnish looks like glass when dry
   - d. Satin varnish looks like glass when dry

UNIT: Furniture Refinishing and Repair

9. What type paint do you use for a wall?
   - a. Gloss
   - [✓ b.] Latex
   - c. Undercoat

10. What type of paint do you use for metal surfaces?
   - [✓ a.] Gloss
   - b. Latex

11. What type of paint can be cleaned off with hot-water?
   - a. Gloss
   - [✓ b.] Latex
   - c. Undercoat

12. What do you clean varnish brushes with?
   - a. Hot water
   - b. Paint remover
   - [✓ c.] Paint thinner

13. What is the main advantage of using an antiquing kit?
   - a. Costs less money
   - [✓ b.] Don't have to remove old paint
   - c. Don't need a brush

14. Which sandpaper has the roughest surface?
   - [✓ a.] 60 grit
   - b. 80 grit
   - c. 100 grit

15. What do you use to fill loose screw holes?
   - a. Steel wool
   - [✓ b.] Lead wool
   - c. Wood chips

16. How long should you wait for varnish to dry before putting on another coat?
   - a. 10 hours
   - b. 2 hours
   - [✓ c.] 24 hours

17. What is the 1st step in refinishing a school desk?
   - a. Use belt sander
   - b. Use sandpaper
   - [✓ c.] Use paint remover

SAMPLE: DAILY LESSON PLAN

/H/ /D/

UNIT: *Furniture Refinishing and Repair*

LESSON: *Breaking Down Furniture*

LEARNING ACTIVITIES:

1. Student will practice removing screws, prying scrap wood apart, sanding wood, applying varnish remover.
2. Obtain old furniture from homes and community to break down.
3. Use old school furniture-desks, tables, etc...

TOOLS AND EQUIPMENT:

1. Belt Sander
2. Disc Sander
3. Drill
4. Hammer
5. Screwdriver
6. Pry Bar
7. Wood Chisel

SUPPLIES:

1. Sandpaper
2. Tack Rags
3. Brushes
4. Rags
5. Paint and Varnish Remover

SAFETY

1. Goggles when using machines.
2. Chemical safety with paint removers.

VOCABULARY:

1. Tool names.
2. Chemical safety with paint removers.

MATH:

TARGET POPULATION /H/ /D/

UNIT: *Furniture Refinishing and Repair*

LESSON: *Breaking Down Furniture*

BEHAVIORAL OBJECTIVES:

Student Will:

1. List 6 tools necessary to repair a broken piece of furniture.
2. Repair a student desk using tools, materials, and techniques discussed, demonstrated, and displayed by the teacher.

CONTENT:

1. Equipment, tools, and supplies
    a. Uses, safety, and maintenance.
2. Types of glues and clamps plus application procedures.
3. Methods of straightening warped wood.
4. Techniques of sanding wood surfaces.

LEARNING ACTIVITIES:

1. Display of various fasteners, glues, and removers.
2. Student practices gluing and clamping scrap wood together.
3. Student practices removing screws, sanding scrap wood, and removing varnish.
4. A student brings old furniture from home for practice.
5. Work on old school furniture.

RESOURCES:

1, 2, 3, 4 - see resource list at end of unit.

TARGET POPULATION /H/ /D/

UNIT: Furniture Refinishing and Repair

LESSON: Repairing Furniture

BEHAVIORAL OBJECTIVES:
Student Will:
1. Repair a stripped screw hole, fill a nail hole, and a split piece of wood.
2. Sand a 4 foot piece of rought 1X8 pine leaving no splinters.

CONTENT:
1. Tools and supplies.
2. Safety, maintenance, and care of tools.
3. Procedures for filling holes, sanding wood, fixing stripped screw holes, gluing, and clamping.

LEARNING ACTIVITIES:
1. Teacher demonstration of tool and supplies.
2. Student practices using tools and supplies on scrap wood.
3. Display of fasteners, different screw types, and sizes.
4. Obtain old furniture from school, home, and community to work on.

RESOURCES:
1, 2 - see resource list at end of unit.

TARGET POPULATION /H/ /D/

UNIT: *Furniture Refinishing and Repair*

LESSON: *Staining Wood*

BEHAVIORAL OBJECTIVES:

Student Will:

1. Identify by name three stain color tones that have been displayed.
2. Prepare and stain one student desk.

CONTENT:

1. Various types and color tones of stains.
2. Methods of application.
3. Types of effects that can be achieved by staining.
4. Drying time.
5. Cleaning tools and brushes.

LEARNING ACTIVITIES:

1. Display of various types and color tones of stain.
2. Demonstration of application.
3. Practice staining scrap wood to achieve different effects.
4. Stain old furniture from home and school.

RESOURCES:

1, 2, 3, 4 - see resource list at end of unit.

TARGET POPULATION /B/ /D/

UNIT: *Furniture Refinishing and Repair*

LESSON: *Varnishing and Sealing*

BEHAVIORAL OBJECTIVES:

Student Will:

1. Apply 6 coats of varnish to a board.
2. Varnish laden brushes.
3. State 2 uses of varnish.

CONTENT:

1. Uses of varnishes and sealers.
2. Types of varnishes and sealers.
3. Methods of application.
4. Surface preparation between coats.
5. Drying time and recommended number of coats.

LEARNING ACTIVITIES:

1. Display samples showing differences between dull, satin, and gloss finishes.
2. Practice on scrap wood.
3. Decoupage pictures with varnish and sealers.
4. Varnish home and school furniture.

RESOURCES:

1, 2, 3, 4 - see resource list at end of unit.

TARGET POPULATION /H/ /D/

UNIT: Furniture Refinishing and Repair

LESSON: Antique and Woodtone Kits

BEHAVIORAL OBJECTIVES:
Student Will:
1. State advantages of using an antiquing or woodtone kit, prepare a surface, and proceed through the steps of antiquing a piece of furniture.

CONTENT:
1. Advantages and disadvantages of using an antiquing kit or a woodtone kit.
2. Surface preparation.
3. Application procedures and between coat steps.
4. Equipment, tools, and supplies - use and care.

LEARNING ACTIVITIES:
1. Display samples of antique finishes.
2. Student will go through each step on scrap wood.
3. Antique old furniture—wood, metal, cardboard, or whatever.

RESOURCES:
1, 2 - see resource list at end of unit.

JOB CHECKLIST

NAME ______________________ INSTRUCTOR ______________

JOB:	DATE COMPLETED:	COMMENTS
Inspect Furniture		
Proper Use of Tools		
Safety (Electrical & Chemical)		
Basic Knowledge of Fasteners		
Sanding (Hand & Power)		
Fill Holes		
Remove Paint		
Staining		
Sealing		
Varnishing		
Antiquing		
Painting		
Cleaning		

SUGGESTED EQUIPMENT, TOOLS & SUPPLIES LIST

1) C-Clamps
2) Bar Clamps
3) Band Clamps
4) Vise
5) Hammer
6) Screwdrivers
7) Chisels
8) Drill
9) Belt Sander
10) Electric Disc Sander
11) Level
12) Block Plane
13) Wood Rasp
14) Mallet
15) Putty Knife
16) Nails, Screws, Brads
17) Sandpaper
18) Paint & Varnish Removers
19) Stains
20) Varnishes
21) Sealers
22) Shellac
23) Paint Thinner
24) Brushes
25) Rags
26) Glass Scrapers
27) Wire Brush
28) Steel Wool
29) Tack Rags
30) Wood Putty

RESOURCE LIST

UNIT: *Furniture Refinishing and Repair*

1. Furniture Refinishing and Repair, Fawcett Publications.
2. Furniture Upholstery and Repair, Sunset Books, Lane Publications.
3. Reader's Digest Complete Do-It-Yourself Manual.
4. Soderberg George, Finishing Technology, 3rd ed., Bloomington, Illinois, McKnight Publishing Company, 1969.

INTRODUCTION

UNIT: *Upholstery*

The purpose of this unit is to give the student both hand skills and employment information.

The handicapped student will upholster 1 small project. Disadvantaged students will complete the initial small project plus 2 other projects of increasing difficulty.

The initial project may be a simple stool or a storage chest with upholstered top. Avoid round stools unless the student appears to have good skills.

Advanced projects may be from home (student purchases materials), from your program (school purchases materials), or donated (end use determines who purchases the materials). Some programs may wish to undertake an upholstery project for a nursing home, a community center, or drama department of the school.

One of the best ways to teach upholstery is to have students tear down an upholstered piece. Furniture not worth salvaging may be available from furniture stores or Goodwill. Samples of fabrics are usually available from upholstery shops as scraps.

DAILY LESSON PLAN

UNIT: *Upholstery*

LESSON: *Tools and Equipment*

LEARNING ACTIVITIES:

1. Demonstrate use of tools.
2. Practice choosing correct tool for a specific job.
3. Prepare a classroom display board of actual tools.
4. Assemble a reference notebook on upholstery. Section 1: pictures of tools and description of their uses.

TOOLS AND EQUIPMENT:

1. Hammers
   - Magnetic
   - Ripping
2. Staple Guns
3. Upholstery Shears
4. Webbing Stretcher
5. Pliers
   - Webbing
   - Hog Ring
   - Spring Clip
6. Claw Tool, Ripping Tool
7. Mallets
   - Rubber
   - Rawhide
8. Needles
   - Straight
   - Curved
   - Packing
   - Tufting
9. Stuffing
   - Regulators
   - Rods

SUPPLIES:

Pictures (from magazines) or dittoed or photocopied of each tool.
Paper, glue, scissors.

SAFETY:

1. Handling sharp tools.
2. Hammering techniques.

VACABULARY:

1. Tool names above
2. Upholstery

MATH:

1. Use catalogs to determine price of each tool.
2. Estimate total cost of purchasing basic tools.

PRE-TEST - POST TEST

/H/ /D/

UNIT: *Upholstery*

(oral and demonstration for H; written and demonstration for D)

1. Name 3 common webbing materials.
2. Where is webbing found in upholstered furniture?
3. Name 2 types of springs.
4. Describe what is meant by:
    1. Welt
    2. Button
    3. Seams
5. Name 2 types of core material.
6. When do you use the following tools:
    a. Magnetic Hammer
    b. Log Ring Pliers
    c. Rawhide Mallet
    d. Curved Needle
    e. Straight Needle
7. Name the steps you would follow to upholster a stool-include everything you would do.
8. (D only) Use the yardage chart to determine all the materials needed to rebuild and reupholster #9, #28, #59. (see yardage chart included with resource list at end of unit).

TARGET POPULATION /H/ /D/

UNIT: *Upholstery*

LESSON: *Tools and Equipment*

BEHAVIORAL OBJECTIVES:
1. Student will recognize by name and describe the use of the basic upholstery tools.

CONTENT:
1. Hammers: Magnetic, ripping, staple guns
2. Upholstery Shears
3. Webbing Stretcher
4. Pliers: Webbing, hog ring, spring clip
5. Claw tool, Ripping tool
6. Mallets: Rubber, rawhide
7. Needles: Straight, curved, packing, tufting
8. Stuffing: Regulators, rods

LEARNING ACTIVITIES:
1. Assemble a reference notebook on upholstery. Section 1 will be pictures of tools and description of their uses.
2. Student will help prepare classroom display board of actual tools.
3. Demonstration of use of tools.
4. Practice choosing the correct tool for a specific job.

RESOURCES:
1, 2, 3, 4, 6 - see resource list at end of unit.

TARGET POPULATION /H/ /D/

UNIT: Upholstery

LESSON: Choosing Materials for Upholstering a Project

BEHAVIORAL OBJECTIVES:

Student Will:

1. Identify types of upholstery fabric and will choose a suitable fabric for a project.
2. Take measurements to determine the amount of material needed to complete the job.
3. Select and install the appropriate webbing for project.
4. Identify types of springs and will choose and replace or repair springs for project.
5. Select and install the appropriate central core for the project.

CONTENT:

1. Choosing a fabric.
2. How to measure to determine yardage.
3. How to make patterns.
4. Types of webbing.
5. Installing or preparing webbing.
6. Types of springs.
7. Repairing or replacing springs.
8. Types of core materials.

LEARNING ACTIVITIES:

1. Visit fabric/upholstery store and choose fabric for project.
2. Student will measure project to determine yardage needed.
3. Student will add to notebook, Section 2: Samples of types of Upholstery Fabric and Section 3: Upholstery yardage chart.
4. Visit upholstery shop and/or fabric shop and collect catalogs of upholstery materials and supplies.
5. Student will help arrange a display board of tools, springs, and webbing.
6. Student will add Section 4: Webbing and Springs and Central Care to notebook.

RESOURCES:

1, 2, 3, 4, 5, 6, 7

UNIT: *Upholstery*

LESSON: *Upholstery Project*

BEHAVIORAL OBJECTIVES:

Student Will:

1. Demonstrate fabric-saving patern lay-out and accurate cutting of fabric while laying-out and cutting fabric for projects.
2. Replace or repair interior of project (springs, webbing, core).
3. Construct and apply final cover.

CONTENT:

1. Pattern layout
2. Cutting Techniques
3. Webbing, springs, and core - how to construct
4. The final cover: seams, nails, buttons

LEARNING ACTIVITIES:

1. Layout and cut fabric cover.
2. Review grainline, cutting, and marking.
3. Add section 5 to notebook: The final cover. Include drawings to review each step.
4. Review sewing machine use.
5. Visit upholstery shop to observe a final cover being placed on a project.
6. Apply cover to project.

RESOURCES:

1, 2, 3, 4, 5, 6, 7 - see resource list at end of unit.

UNIT: *Upholstery*

LESSON: *Upholstery Projects 2 and 3*

BEHAVIORAL OBJECTIVES:
Student Will:
1. Upholster a project which includes a separate cushion with welting and gimp.
2. Upholster a project which has arms.

CONTENT:
1. Welts
2. Stuffed Panels
3. Gimp and Gimp Tacks
4. Fringes and Lodgings
5. Skirt Flounces
6. Arms
7. Cushions

LEARNING ACTIVITIES:
1. Individualized depending on student project.
2. Continue adding sections to notebook so that student has complete record of learning activities. Student should include step by step drawings or photographs of advance project.

RESOURCES:
1, 2, 3, 4, 5, 6, 7 - see resource list at end of unit.

TARGET POPULATION /H/ /D/

UNIT: Upholstery

LESSON: Job Awareness

BEHAVIORAL OBJECTIVES:
Student will evaluate new upholstery shells in terms of the world of work and will identify entry level jobs.

CONTENT:
1. Upholstery is a Business.
2. Jobs Available.
3. Related Jobs.

LEARNING ACTIVITIES:
1. Guest speakers:
    1. An upholsterer who has his own business
    2. An upholsterer who does not own his business
2. Student lists upholsteries in community found in yellow pages.
3. Visit a furniture factory or related occupation shop.

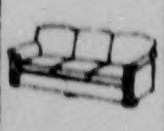
RESOURCES:

RESOURCE LIST

UNIT: Upholstery

BOOKS

1. Brumbaugh, James E. Upholstering. Howard W. Sams and Company, Incorporated, 1972.
2. Hutton, Jessie, and Gladys Cunningham. Singer Sewing Book: The Complete Guide to Sewing, revised edition, 1972. $8.95
3. Johnstone, James E. Furniture Upholstery and Repair. Sunset Book, 1974. $1.95.
4. Luna, Benjamin C. Upholstery: Refinishing and Restyling. American Technical Society, 1969.
5. Savage, John H. The Practical Handbook of Furniture Refinishing, Restyling, and Repair. Fawcett Publications, Incorporated, 1971.
6. Pamphlets Charts from Retail Outlets Audio-Visual.
7. Transparency: Upholstered Furniture Construction. Nasco Home Economics Supply. P.O. Box 3837, 1524 Princeton Avenue, Modesto, California 95352, $7.50.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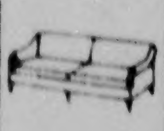
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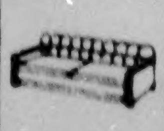
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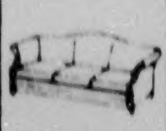
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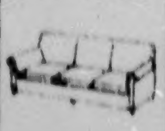
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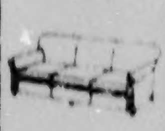
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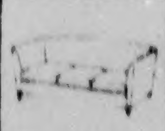
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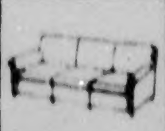
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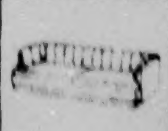
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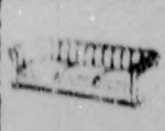
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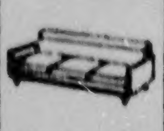
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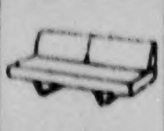
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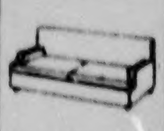
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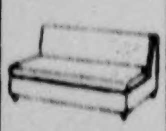
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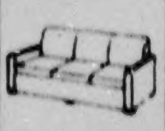
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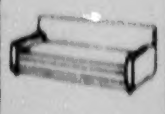
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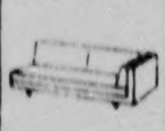
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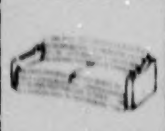
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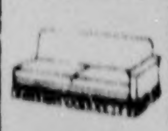
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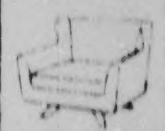
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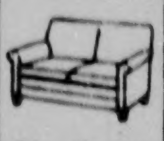
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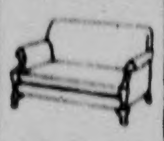
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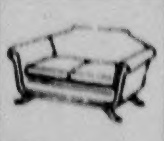
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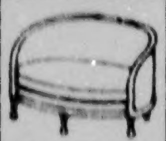
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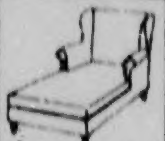
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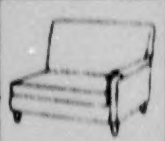
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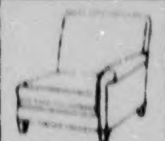
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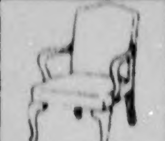
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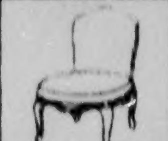
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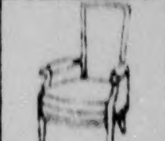
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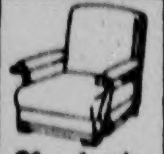
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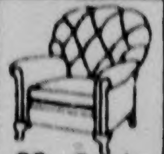
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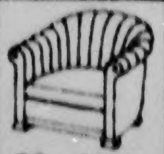
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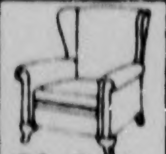
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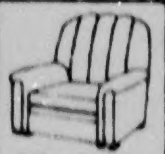
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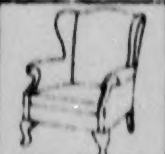
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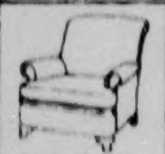
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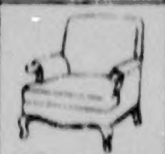
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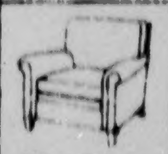
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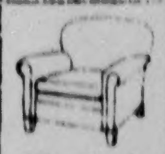
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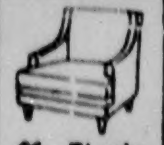
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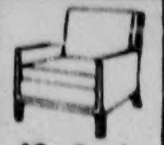
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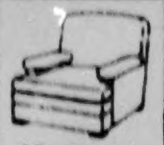
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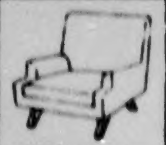
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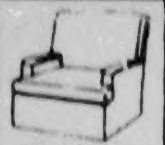
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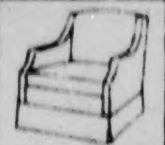
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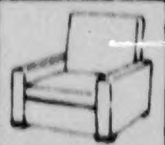
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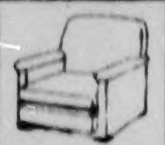
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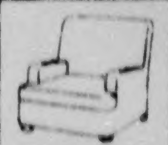
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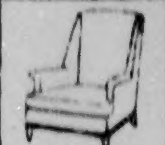
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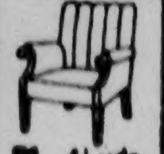
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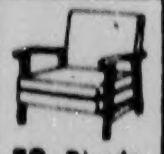
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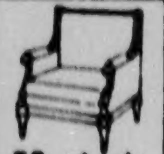
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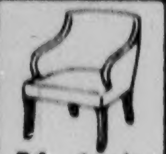
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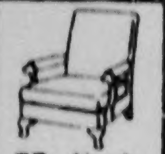
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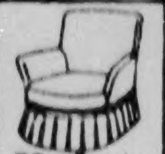
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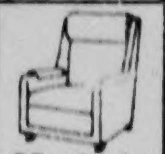
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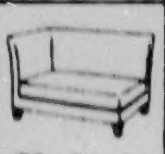
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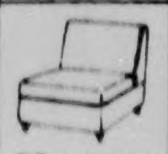
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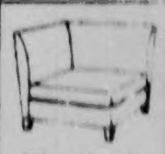
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INTRODUCTION

UNIT: *Gardening*

The purpose of this gardening unit is to teach students skills which may be practiced in their own life styles or on the job. Secondary purposes of the unit are teach teamwork and to teach the student to follow through on a long project.

A work experience garden may also be used as theraputic recreation for some learners.

The garden may be handled with traditional practices or may be an organic garden. Excess produce may be distributed to students or sold to supermarkets and produce stands. Proceeds, beyond garden expenses, may be divided among the workers or kept as a special fund.

Land for a work experience garden should have a source of water. Often, the land and cost of water will be donated. Students should do all land preparation work other than the initial sod breaking. The unit has been written assuming that students have learned basic tool use and rototiller use in the grounds-keeping and landscaping. If this unit has not been taught, students should learn names, uses, and maintenance of basic tool safety practices in using the tools.

PRE-POST TEST

UNIT: *Gardening*

Test verbally and demonstration for H; written and demonstration for D.

1. Name 2 root crops grown in Idaho.
2. Name 1 tuber crop grown in Idhao.
3. What does "hardy to Zone 6" mean?
4. What is the purpose of finding out the weather history of your area?
5. What is composting?
6. Describe what compost does for a garden.
7. How do you know when to water a garden.
8. Name 2 ways to water a garden. Is one better than the other?
9. What are two types of fertilizer?
10. What is the purpose of mulch?
11. How do you know when to harvest your garden?
12. Name 4 precautions you must take with chemical weeding.
13. Demonstrate how to transplant seedling to permanent site.
14. Demonstrate how to plant the following:
    Lettuce seed
    Corn seed
    Squash seed
    Onion sets

TARGET POPULATION /H/ /D/

UNIT: *Gardening*

LESSON: *Selecting the site and the crop*

BEHAVIORAL OBJECTIVES:

1. Student will select, layout, and prepare the soil for a work experience garden.
2. Student will determine what and when to plant a garden in local area.

CONTENT:

1. Garden size and location.
2. Soil analysis.
3. Preparation of soil.
4. Locating a source of water.
5. What to plant.
6. Where to plant.

LEARNING ACTIVITIES:

1. Establish work schedule and responsibility areas.
2. Chart layout of garden.
3. Construct row markers before planting.
4. Rototill soil.
5. Demonstration of soil analysis and add necessary elements to soil.
6. Select and purchase seeds, plants, and tubers.
7. Keep a record of costs and labor.
8. Begin student notebook of vegetable varities - obtain information from seed packages, magazines, and seed catalogs. Illustrate with drawing, cut outs, or photographs. Leave room for comparison of ideal vegetable and the vegetable to be harvested.
9. Read plant zones and weather history. Keep a daily record of weather conditions during the project.

RESOURCES:

1, 2, 3, 4, 5, 6, 8, 9, 11, 12

TARGET POPULATION H D

UNIT: Gardening

LESSON: Composting, Watering, Fertilizing, and Weeding

BEHAVIORAL OBJECTIVES:
Student will learn techniques of composting, watering, fertilizing, and weeding.

CONTENT:
1. What and where to compost.
2. What, when, and how to water.
3. Organic and inorganic fertilizer.
4. Hand and chemical weeding.

LEARNING ACTIVITIES:
1. Prepare a display board of materials for composting.
2. Build a compost box or pit.
3. Develop a watering schedule.
4. Role play types of watering.
5. Develop a display board of fertilizers.
6. Develop a display board of common weeds.
7. Enter drawings or photographs of common weeds in student notebook.

RESOURCES:
1, 2, 3, 4, 5, 8, 10, 12

TARGET POPULATION /H/ /D/

UNIT: *Gardening*

LESSON: *Planting*

BEHAVIORAL OBJECTIVES:
Student will develop skills necessary to plant seeds, transplants, and tubers.

CONTENT:
1. How to plant.
2. Protecting newly planted gardens.

LEARNING ACTIVITIES:
1. Plant quick growing seeds indoors.
2. Prepare display board of sewing methods for seeds.

RESOURCES:
1, 2, 3, 4, 5, 8, 11, 12

FERTI LIZER

TARGET POPULATION /H/ /D/

UNIT: *Gardening*

LESSON: *Mulching*

BEHAVIORAL OBJECTIVES:
Students will identify and create mulching materials for a vegetable garden.

CONTENT:
1. Why mulch.
2. Methods of mulching.
3. Materials for mulching.

LEARNING ACTIVITIES:
1. Collect examples of good mulch materials and enter in notebook.
2. Collect and place mulch for work experience garden.

RESOURCES:
1, 2, 3, 4, 8, 11, 12

TARGET POPULATION /H/ /D/

UNIT: *Gardening*

LESSON: *Insect and Disease Control*

BEHAVIORAL OBJECTIVES:
Student will identify and control insect and disease damage to a vegetable garden.

CONTENT:
1. Insects and disease.
2. Control of insects.
3. Control of diseases.

LEARNING ACTIVITIES:
1. Visit a garden to identify any insects or disease.
2. Collect examples of control methods for individual study.
3. Collect common insects for a display.
4. Visit a garden grown organically to determine methods of insect and disease control.

RESOURCES:
1, 2, 3, 4, 6, 7, 8, 10, 11, 12

TARGET POPULATION /H/ /D/

UNIT: *Gardening*

LESSON: *Harvesting*

BEHAVIORAL OBJECTIVES:
Students will harvest the work experience garden at the appropriate times during the growing season.

CONTENT:
1. When to harvest.
2. How to harvest.
3. Storing or preserving produce.
4. What to do with excess.
5. Displaying garden produce.

LEARNING ACTIVITIES:
1. Harvest vegetables as they are ready.
2. Record size and appearance of vegetable as compared to package or catalog ideal in student notebook.
3. Determine number of hours worked on garden project.
4. Determine total expense of garden.
5. Enter produce in local fair or arrange for a display of prime products.
6. If possible, sell some produce to local supermarket, vegetable and fruit stands, or to community members.

RESOURCES:
1, 3, 5, 8, 12

TARGET POPULATION /H/ /D/

UNIT: Gardening

LESSON: Job Awareness

BEHAVIORAL OBJECTIVES:
Student will recognize entry level jobs in agricultural work.

CONTENT:
Jobs in Food Industry (Agriculture)
1. Growing
2. Harvesting
3. Processing
Future of Food Industry

LEARNING ACTIVITIES:
1. Field trips to local food processing plants and local truck gardens.
2. Visit vegetable stands.
3. Invite produce manager of grocery store to talk about merchandising produce.
4. Visit wholesale produce company.

RESOURCES:

DAILY LESSON PLAN

UNIT: Gardening

LESSON: Selecting the Garden Site

LEARNING ACTIVITIES:

1. Stake out garden size.
2. Analyze sun and wind exposures - allow for seasonal change.
3. Locate source of water and determine method of water distribution.
4. Run soil analysis or take samples for professional analysis.
5. Group notebook recording in photographs each step of the gardening process.
6. Record activity sheet for indicating tasks and times of each student.

TOOLS AND EQUIPMENT:

1. Stakes
2. Cord
3. Hammers
4. 150' tape
5. Soil analysis kit or sample bottles
6. Camera and film

SUPPLIES:

1. Record sheets for time and activity record

SAFETY:

VOCABULARY:

Plot
Site
Soil Analysis

MATH:

Measuring

RESOURCE LIST

UNIT: *Gardening*

BOOKS

1. Doty, Walter L., ed. All About Vegetables. Western Edition. Chevron Chemical Co., 1973. $2.95.
2. Kramer, Jack. The Free Earth Guide to Gardening. New York: Walker and Compnay, 1974. $5.95
3. Ortho Lawn and Garden Book. Available free from nursery or garden supply houses.
4. Magazines:
   Better Homes and Gardens - monthly
   Organic Gardening - monthly
   Sunset - monthly

OTHERS

5. Seed catalogs, free from George W. Park Seed Company, Inc., Earl May Seed and Nursery, etc.

   Materials from Agricultural Extension Office locally, or from the University of Idaho, Agricultural Mailroom. Write for catalog of source materials.
6. Garden Vegetable Insect Control. Current Information Series No. 226, April 1974.
7. "Insect Control for Home Garden Fruits." Current Information Series, June 1972.
8. "Raising Vegetables in Mini gardens." University of Idhao Agricultural Extension Service, 600-5-73.
9. "Vegetable Varieties for Home Gardens in Idaho's Cooler Areas." Current Information Series, No. 219, February 1974.
10. "Vegetable Varieties for Idaho Gardens." Current Information Series, No. 150, April 1974.

AUDIO-VISUAL

11. "Grow Your Own." #2120 University of Idaho Film Library. 20 minutes, black and white, $1.50 essentials of good gardening, humorously presented.
12. Horticulture Concepts. 150 Horticulture Concepts and Cassette Tapes. $45.00 Nasco Home Economics Supply, P.O. Box 3837, 1524 Princeton Ave, Modesto, California 95352

INTRODUCTION

UNIT: *Groundskeeping and Landscaping*

The purpose of this unit is to help the student to understand and to practice the principles of tool use and maintenance, plant growth, the insect and disease control necessary for the growth and maintenance of healthy lawns and ornamentals and houseplants. A secondary purpose is to provide the student with information about groundskeeping and landscaping careers.

Numerous references are given. Teachers should make the Sunset Western Garden Book ($5.95) and current information bulletins from the local agricultural extension offices (free in limited quantity) the core of the program. The 4-H materials should be used if at all possible. Current magazines are useful as are plant catalogs. Many of the teaching materials could be prepared by the students as a part of class activities. Alternately, the teacher could prepare these materials. Note that much of the general material does not apply to locations in Idaho. Sunset materials are adapted specifically for western areas, as are the materials available from the agricultural extension offices.

The lessons in this unit may be taught in different sequence, but the Tool, Equipment and Safety unit should be taught first. The lesson on Tools should precede the gardening unit.

Instructors who wish to teach floriculture should consult Job Entry Skills in Ornamental Horticulture, Spokane School District, Spokane, Washington.

PRE-POST TEST

UNIT: *Groundskeeping and Landscaping*

This is a verbal test for handicapped students and a written test for disadvantaged students.

1) Briefly describe the use of each of the following tools:
   a. round point shovel
   b. narrow spade
   c. scuffle hoe
   d. bow rake
   e. spading fork
   f. grass shears
   g. pruning saw
   h. pole saw
   i. fertilizer spreader
2) Name 3 types of lawnmowers.
3) Name 2 ways to propogate plants other than with seeds.
4) What are the differences among clay, sandy and loam soils?
5) How do bare-root planting and balled planting differ?
6) What is mulch?
7) Describe how you know when to water the following:
   a. lawn
   b. roses
   c. petunias
   d. coleus
   e. maple tree
8) What is the quickest pest control for:
   a. aphids
   b. slugs
   c. cut worms
   d. mildew
   e. gal
   f. weeds
   g. birds
9) The tree you see on the chart needs to be pruned for a better shape. The branches are numbered. Write down the number of the branch or branches you would prune.
10) Name the 4 basic steps to be taken to establish a lawn.
11) What is dehatching?
12) Give 2 examples of each of the following types of ornamental flowers:
    a. annual
    b. biennial
    c. perennial
    d. tuber
    e. bulb

13) Name the steps involved in planting:
    a. a balled blue spruce, 3' tall
    b. a rose bush in a container
    c. a bare-root raspberry cane

14) What is the difference between a foliage house plant and a flowering house plant?
15) What is the "thumb test" for house plants?
16) What is "misting"?
17) What is a terrarium?
18) Name 3 jobs that require the worker to know about plants and landscaping.

SAMPLE: DAILY LESSON PLAN

UNIT: *Groundskeeping and Landscaping*

LESSON: *Shovels, Spades and Trowels*

LEARNING ACTIVITIES:

1) Collect pictures of each tool and put in a notebook.
2) Prepare a storage area in the tool room for each tool.
3) Tighten handles, remove rust and dirt from tools.
4) Role-play proper use of each tool.

TOOLS AND EQUIPMENT:

1) Round point shovel
2) Square blade shovel
3) Trench spade
4) Spade
5) Narrow Spade
6) Small spade
7) Trowels
8) File

SUPPLIES:

rags, oil, steelwool, handouts of tool pictures

SAFETY:

1) Using sharp tools
2) Using your body to complement the tool

VOCABULARY:

all tool names

MATH:

1) Measuring blade width
2) Figuring size of replacement handle
3) Cost of buying tools

TARGET POPULATION E D

UNIT: *Groundskeeping and Landscaping*

LESSON: *Tools, Equipment and Safety*

BEHAVIORAL OBJECTIVES:

The Student will:

1) use the names and explain the uses and correct maintenance of garden hand tools.
2) sharpen all edged tools.
3) operate, maintain and repair electric, gasoline and hand mowers.

CONTENT:

1) Shovels, spades and trowels
2) Hoes
3) Rakes and cultivators
4) Pruning tools
5) Hoses and sprinklers
6) Other equipment
7) Tool sharpening
8) Lawn mowers: use, maintenance, repair and safety
9) General safety rules

LEARNING ACTIVITIES:

1) Organize storage area and label place for each tool.
2) Tighten handles and remove rust and dirt from metal and wood parts.
3) Determine the proper tool for a specific job.
4) Use catalogs to find basic parts and costs of tools.
5) Prepare a notebook with pictures of each type of tool.
6) Sharpen all edged tools before work and as nneded.
7) Role-play potentially dangerous situations with different types of lawnmowers.
8) Perform maintenance on gasoline and electric lawnmowers "go-no-go" principle.
9) Lubricate mowers before, during and after use.
10) Add list of safety rules to notebook.
11) Practice using body correctly for lifting.
12) Memorize rules on use of insecticides and add these to notebook.
13) Inspect local parks and school grounds for potentially dangerous working situations.
14) Collect containers of materials used in groundskeeping and learn their proper use and potential hazards.
15) Review basic first aid.

RESOURCES

#2, #5, #6, #10, #12

TARGET POPULATION /E/ /D/

UNIT: *Groundskeeping and Landscaping*

LESSON: *Soil, Water and Fertilizers*

BEHAVIORAL OBJECTIVES:

The student will:

1) identify characteristics of basic soils and will be able to tell how to counteract basic soil problems.
2) water, fertilize and mulch lawns and ornamentals.

CONTENT:

1) Soil
2) Watering
3) Fertilizing
4) Mulching

LEARNING ACTIVITIES:

1) Collect samples of soil from local area and label type.
2) Use a basic soil p.h. test kit and record results in notebook.
3) Invite a soil specialist from extension office to visit class.
4) Build a compost box and maintain it. Record results in notebook.
5) Develop a chart of how, when and how much to water. Post in notebook.
6) Set up a sprinkler and cans to demonstrate how much water is actually delivered by the water set up.
7) Use soil absorption equipment and record the findings.
8) Collect sample boxes and bottles of fertilizer and familiarize students with advantages of each.
9) Collect samples of mulching material.
10) Set up a work schedule for watering, fertilizing and mulching lawns and ornamentals in your local area. Post in notebook.

RESOURCES:

#2, #4, #5, #6, #9, #12, #13

TARGET POPULATION /E/

UNIT: *Groundskeeping and Landscaping*

LESSON: *Plants and Planting*

BEHAVIORAL OBJECTIVES:

The student will:

1) Identify basic plants and be able to demonstrate propagation by seeds, division and cutting.
2) demonstrate methods of planting seeds, plants, tubers and bulbs.

CONTENT:

1) Parts of plants
2) How plants grow
3) Mrthods of planting

LEARNING ACTIVITIES:

1) Collect pictures of annuals, perennials, shrubs and trees and put in a notebook.
2) Construct plastic or glass planter box so that students can observe root growth of plants.
3) Plant quick sprouting seeds and record growth.
4) Grow seeds under varying light and water conditions.
5) Start seeds in flats indoors. Carry through on project until plants can be placed outdoors.

RESOURCES:

#2, #4, #5, #6, #9, #11, #12, #13, #15

TARGET POPULATION /D/

UNIT: *Groundskeeping and Landscaping*

LESSON: *Plants and Planting*

BEHAVIORAL OBJECTIVES:

The student will:

1) identify basic types of plants and name the special parts of each type of plant.
2) Propagate plants by seeds, division and cutting.
3) demonstrate methods of planting seeds, plants, tubers and bulbs.

CONTENT:

1) Types of plants
2) Parts of plants
3) Plant growth
4) Methods of planting

LEARNING ACTIVITIES:

1) Collect pictures of annuals, perennials, shrubs and trees and put in notebook.
2) Examine parts of plants under microscopes and draw what is seen. Enter in notebook.
3) Plant quick-sprouting seeds and record growth under different light, water and fertilizer conditions.
4) Practice methods of planting.
5) Develop planting chart and enter in notebook.
6) Start seeds indoors and carry through on project until plants can be placed outdoors.

RESOURCES:

#2, #4, #5, #6, #9, #11, #12, #13, #15

UNIT: *Groundskeeping and Landscaping*

LESSON: *Insects, Pests and Diseases*

BEHAVIORAL OBJECTIVES:

Student will:

1) identify insect and pest damage to plants and be able to determine and carry out appropriate control.
2) identify plant diseases and their damage and use appropriate means to restore plants to health.

CONTENT:

1) Insects and pests: leaf, sucking and soil pests; burrowers, rodents and birds
2) Control of insects and pests
3) Plant diseases: bacterial, fungi and viruses
4) Control of diseases

LEARNING ACTIVITIES:

1) Collect samples or pictures of common insects and pests in local area.
2) Investigate chemical and mechanical controls and choose the best one for each pest or insect.
3) Discuss biological controls.
4) Collect pictures of diseased plants. If season permits, collect samples of diseased plants. DO NOT CONTAMINATE HEALTHY PLANTS IN TRAINING AREA.
5) Collect and display mechanical, chemical and biological disease control.

RESOURCES:

#4, #5, #6, #8, #9, #11, #12, #15

UNIT: *Groundskeeping and Landscaping*

LESSON: *Insects, Pests andDiseases*

BEHAVIORAL OBJECTIVES:

The student will:

1) recognize insect and pest damage to plants and be able to determine and carry out appropriate controls.
2) recognize plant diseases and their damages and be able to use appropriate means to restore plants to health.

CONTENT:

1) Insects and pests: leaf sucking, soil pests; burrowers, rodents and birds
2) Control of insects and pests
3) Plant diseases: bacterial, fungi and viruses
4) Control of diseases

LEARNING ACTIVITIES:

1) Collect samples of common insects and pests in local area.
2) Investigate chemical and mechanical controls and choose the best for each pest and insect.
3) Read 2 sources on biological control of a specific pest or insect and report findings to class.
4) Collect pictures of diseased plants or, if season permits, samples of diseased plants. DO NOT CONTAMINATE HEALTHY PLANTS IN TRAINING AREA.
5) Collect and display mechanical, chemical and biological diseases controls.
6) Conduct chemical tests on diseased plants to determine what disease has -nfected it.
7) Select one pest, insect or disease and prepare a paper on its economical effect on a landscape business in your area.

RESOURCES:

#4, #5, #6, #8, #9, #11, #12, #15

TARGET POPULATION /H/ /D/

UNIT: *Groundskeeping and Landscaping*

LESSON: *Pruning*

BEHAVIORAL OBJECTIVES:

The students will describe why pruning is necessary to produce quality plants and will demonstrate maintenance pruning.

CONTENT:

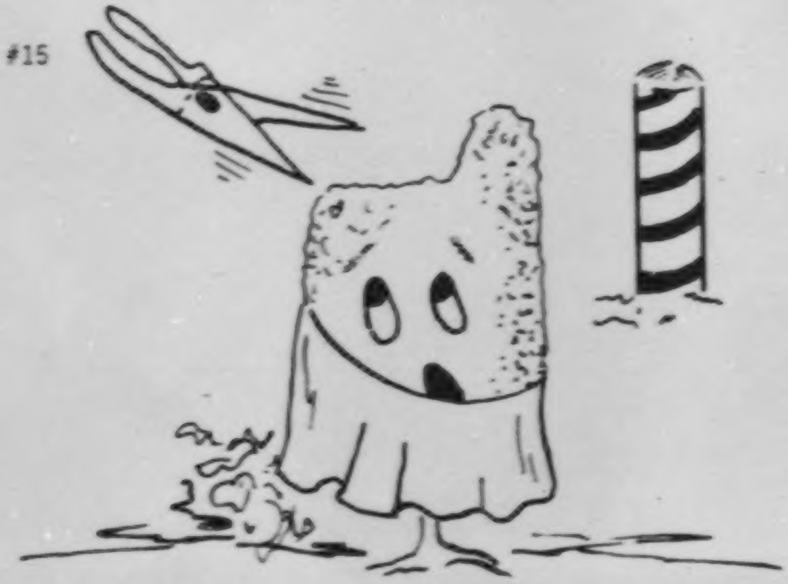
1) Why prune
2) What to prune
3) How to prune

LEARNING ACTIVITIES:

1) Analyze what to prune by crossing out branches that would be trimmed on a tree or bush worksheet.
2) Make a display of plantings that need to be pruned.
3) Make a display of before and after pictures of pruned plants.
4) Visit a home or business which has creatively pruned trees or shrubs.
5) Ask a tree trimmer to speak to the class on the special safety precautions needed for his work.

RESOURCES:

#5, #6, #9, #10, #12, #15



TARGET POPULATION /E/ /D/

UNIT: *Groundskeeping and Landscaping*

LESSON: *Protecting Plants*

BEHAVIORAL OBJECTIVES:

The student will explain when plants need protection from climate and animal dangers and will construct necessary protection devices.

CONTENT:

1) Protecting plants from climate dangers such as cold, heat and wind
2) Protecting plants from animal dangers, domestic and wild
3) Stabilizing new plants

LEARNING ACTIVITIES:

1) Chart plants considered tender or in need of seasonal protection in local area.
2) Demonstrate with pictures or mechanical means what happens to plants damaged by climatic conditions.
3) Identify types of animal damage and suggest 2 ways to prevent or to correct such damage.
4) Construct a variety of plant protection devices.
6) Visit a park or other area where plant protection devices are in use.

RESOURCES:

#5, #6, #12

UNIT: *Groundskeeping and Landscaping*

LESSON: *Lawns*

BEHAVIORAL OBJECTIVES:

The student will practice the steps in establishing and maintaining a lawn.

CONTENT:

1) Establishing a lawn
2) Maintaining a lawn
3) Establishing and maintaining a speciality lawn

LEARNING ACTIVITIES:

1) Establish a lawn either outdoors or in flats indoors.
2) Plant a variety of grasses to see how each responds to local or artificial climate.
3) Observe and record growth changes in lawns with different watering and fertilization patterns.
4) Demonstrate the different methods of planting a lawn: seeding, plugging or sodding. Chart the advantages and disadvantages of each method.
5) Collect and display common lawn weeds.
6) Schedule a sequential work activity in lawn maintenance with a school (grass receives hard wear), a home (grass receives medium wear) and a golf course (specialized turf).

RESOURCES:

#3, #4, #5, #6, #8, #9, #12, #13, #14, #15

TARGET POPULATION /E/ /D/

UNIT: *Groundskeeping and Landscaping*

LESSON: *Ornamentals - Flowering*

BEHAVIORAL OBJECTIVES:

The student will identify the basic types of ornamentals and tell when each is planted and how it is maintained.

CONTENT:

1) Annuals
2) Biennials
3) Perennials
4) Tubers
5) Bulbs

LEARNING ACTIVITIES:

1) Make a display board of common local examples of 5 basic types of flowering ornamentals.
2) Students will keep a notebook with the description, care and propagation of local common flowers. Notebook should include pictures or pressed examples.
3) Construct a schedule for planting and maintaining local common flowers.
4) Visit a nursery to see mass growing of local common flowers.

RESOURCES:

#3. #5. #6, #8, #9, #11, #12, #15

TARGET POPULATION /E/ /D/

UNIT: *Groundskeeping and Landscaping*

LESSON: *Trees, Shrubs and Groundcovers*

BEHAVIORAL OBJECTIVES:

The student will demonstrate the steps in planting trees, shrubs and groundcovers.

CONTENT:

1) Balled/burlapped trees and shrubs
2) Canned trees and shrubs
3) Groundcovers

LEARNING ACTIVITIES:

1) Chart the proper times for planting trees, shrubs and groundcovers in local area.
2) Visit a nursery to observe trees and shrubs being balled or burlapped.
3) Prepare planting holes and plant trees and shrubs. Stake as necessary. Planting may be done on school grounds, parks or other public or private areas.

RESOURCES:

#3. #5. #6, #8, #9, #11, #12, #15

UNIT: *Groundskeeping and Landscaping*

LESSON: *Work Activities*

BEHAVIORAL OBJECTIVES:

The student will:

1) apply skills and knowledge to maintaining a selected lawn area for 2 weeks.
2) plant trees, shrubs and groundcovers.
3) construct a sequential work scheduel and assign jobs for a year-round maintenance of a landscaped.

CONTENT:

Application of skills previously learned

LEARNING ACTIVITIES:

1) For 2 weeks, the student will be responsible for the maintenance of a lawn. This home or work activity will not be supervised unless the student requests help. An oral report supported by a work schedule and photographs (if possible) will be due at the end of the 2-week period.
2) The student will plant any items required by a school, public institution or private party. A photographic record should be made of each step. Each student should establish a schedule for follow-up care for a transplanted item and carry out that schedule.
3) Carry out a seasonal schedule, keeping records of activities and the time alloted for them.

RESOURCES:

#9

TARGET POPULATION E

UNIT: *Groundskeeping and Landscaping*

LESSON: *House Plants*

BEHAVIORAL OBJECTIVES:

The student will be able to maintain the good health and appearance of common house plants.

CONTENT:

1) Types of house plants
    a. foliage
    b. flowering
    c. cactus
    d. succulants
2) Artificial lighting
3) Diseases and pests
4) Propagation
5) Fertilizing
6) Watering
7) Transplanting
8) Terrariums

LEARNING ACTIVITIES:

1) Student will be responsible for the care of one or more house plants growing in the classroom area.
2) Display pictures of different types of house plants.
3) Build several types of artificial light plant stands and several types of natural light stands.
4) Visit hot houses to see types of house plants, especially tropical.
5) Collect new plants for school from home and neighbors; inspect for health and freedom from pests; choose a suitable propagation method to reproduce the plant.
6) Construct individual terrariums and stock with plants grown at school.

RESOURCES:

#6, #7, #12

UNIT: *Groundskeeping and Landscaping*

LESSON: *House Plants*

BEHAVIORAL OBJECTIVES:

The student will:

1) maintain the good health and appearance of common house plants.
2) learn the common and scientific names of 15 house plants and be able to write a brief description of the care of each plant.

CONTENT:

1) Types of house plants
    a. foliage
    b. flowering
    c. cactus
    d. succulants
2) Artificial lighting
3) Diseases and pests
4) Propagation
5) Fertilizing
6) Watering
7) Transplanting
8) Terrariums

LEARNING ACTIVITIES:

Numbers 1-6: see section for handicapped students

7) Make a picture collection of 15 plants. The student is responsible for learning about each of these. S/he should use reference books to find information on the care of these plants.
8) Read at least 3 articles on one house plant, using different books and magazines. Be able to point out the similiarities and differences among the information given in the articles.

RESOURCES:

#6, #7, #12

TARGET POPULATION E D

UNIT: *Groundskeeping and Landscaping*

LESSON: *Job Awareness*

BEHAVIORAL OBJECTIVES:

The student will become acquainted with the relationship between new skills and preparation for limited entry into the world of work.

CONTENT:

1) Level of entry jobs in lawn care and landscaping
2) Future of agriculturally-oriented careers
3) Where to look for jobs

LEARNING ACTIVITIES:

1) Invite a panel of people who work in different areas of lawn and landscaping careers to discuss their jobs and responsibilities.
2) Make a list of all local businesses which call for lawn care and landscaping skills.
3) Role-play approaching businesses named in the list for a job, either as an invited or uninvited prospective worker.

RESOURCES:

#1, #2, #3, #5

RESOURCE LIST

BOOKS, PAMPHLETS, MAGAZINES

1) The Job Box, Pacemaker Books, Fearon Publishers, #53 Groundsman, #54 Park Maintenance Man, #55 Assistant Tree Trimmer
2) The Landscape Aide: A Suggested Training Program, U.S. Department of Health, Education and Welfare, Office of Education, OE 87010
3) Landscape for Living, U.S. Department of Agriculture Yearbook, 1972.
4) Ortho Lawn and Garden Books, free from retail stores. Features plants and tools.
5) Landscape Maintenance and Establishment: A Student Manual, Pennsylvania Agricultural Experiment Station
6) Sunset Books, Lane Publishing Company, available in any retail store which carries books, magazines or plants.

   Sunset Western Garden Book, basic text, $5.95
   Sunset How To Grow House Plants, $1.95
   Sunset Terrariums and Miniature Gardens, $1.95
   Sunset Pruning Handbook, $1.95
   Sunset How To Grow Annuals, revised edition, $1.95
   Sunset Lawns and Ground Covers, $1.95
   Sunset Bulbs, $1.95
   Sunset Roses, $1.95

7) Time-Life Books

   Foliage Plants, $5.95
   Flowering Plants, $5.95

8) University of Idaho Agricultural Extension Bulletins, available free in limited quantities from University of Idaho mailroom or from local extension office

   "Ideal Storage for Bulbs and Tubers", Current Information Series, No. 142, November 1970
   "Insects of Lawn and Ornamentals and Their Control", Current Information Series, No. 123, June 1972
   "Landscape Your Home Grounds", Current Information Series, No. 168, July 1971
   "Pruning Ornamental Trees, Ornamental Shrubs, Fruit Trees", Idaho Agricultural Service Bulletin, No. 372, March 1972
   "Why Is My Evergreen Brown?", Idaho Agricultural Extension Service Bulletin, No. 514, March 1973
   "Yard and Garden Weed Control", Current Information Series, No. 150, April 1974

RESOURCE LIST CONTINUED

9) University of Idaho Agricultural Extension, 4-H materials

Exploring the World of Plants and Soils

Unit I, Plant and Soil Science, members' manual
Unit IIA, Plant Reproduction, members' manual
Unit IIA, Plant Reproduction, leaders' guide
Unit IIB, Soils, members' manual
Unit IIB, Soils, leaders' guide
Unit IIC, Plant Growth Factors, members' manual
Unit IIC, Plant Growth Factors, leaders' guide
Unit IID, Plant Characteristics, members' manual
Unit IID, Plant Characteristics, leaders' guide
Unit IIE, Growing and Using Plants, members' manual
Unit IIE, Growing and Using Plants, leaders' guide

Home Beautification Project, HB-2
Landscaping the Home Grounds, HB-6

10) Home and Workshop Guide to Sharpening, Popular Science Skill Book, Harper and Row Publishers, 1967, $3.75
11) "How To Grow.....", Miller, leaflets available at nurseries, free
12) Better Homes and Gardens magazine
Flower and Garden magazine
Plants Alive magazine
Sunset magazine

FILMS, FILMSTRIPS AND SLIDES

13) Available from the University of Idaho Audio-Visual Center:

#2120 "Grow Your Own," 20 minutes, black and white, $1.50
Essentials of good gardening, humourously presented

#2049 "Trees, How We Identify Them," 11 minutes, color, $3.70

#1556 "Home Landscaping," 11 minutes, color, $1.50
Using trees, shrubs and other plantings to make a home part of its environment

#1909 "Making the Most of a Miracle," 22 minutes, color, $1.50
Stop-action photographs show growth, root formation and seed sprouting. Plant nutritional needs.

#1528 "New Guidelines for the Well Landscaped Home," 24 minutes, color, $1.50
Down-to-earth guidelines to help homeowners know where to begin

RESOURCE LIST CONTINUED

14) Available from Washington State University, Pullman, Washington.

"Greener on Your Side," 23 minutes, color, $1.25
Turf grass problems and lawn care

15) For purchase from Nasco Home Economics Supplies Catalog, 1975,
1524 Princeton Avenue, Modesto, California 95352

"Annuals Illustrated," 100 popular annuals, 200 slides, seed samples, tapes, $165.00. Parts of program are available separately (modular concept)

"Importance of Landscaping: Landscaping Homestead, Part I." 47 color frames, $6.00

"Characteristics and Uses of Different Ornamental Plants: Landscaping Homestead (Part II)," 89 color frames, $6.00

"Selecting and Arranging Trees and Shrubs: Landscaping Homestead (Part III)," 62 color frames, $6.00

"Procedure for Planting Shrubs: Landscaping Homestead (Part IV)," 44 color frames, $6.00

Parts I-IV available for $20.00

"Horticulture Concepts," 150 concepts and ten 30 minute tapes, $45.00

SAFETY CHECKLIST FOR APPLYING HERBICIDES AND PESTICIDES

1) Use herbicides and pesticides that have been recommended by the agricultural experiment station.
2) Read the entire label and follow the directions carefully.
3) Avoid spilling pesticides or herbicides on the skin and wear recommended protective clothing. Always wash spilled herbicides and pesticides from the skin immediately with soap and water. Change from contaminated clothing and wash it thoroughly before reuse.
4) Do not apply herbicides or pesticides on windy days. Take special care to eliminate draft and contamination of crops, livestock, wildlife and water supplies. Do not apply these chemicals above the recommended rates.
5) Always mix herbicides and pesticides in well-ventilated surroundings. Avoid breathing these substances.
6) Wash hands thoroughly before eating or smoking.
7) Store herbicides and pesticides in original labeled containers and keep out of the reach of children and pets.
8) Dispose of herbicide and pesticide containers in a way which will prevent them from being a hazard to children, pets, wildlife, etc.

FERTILIZER SCHEDULE FOR LANDSCAPE PLANTS

TREES

- Analysis: 10-6-4
- No fertilizer first year. Fertilize only if new growth is less than 8-12" per year.
- Use 5# per 1-inch trunk diameter for trees 3" or over.
- 2# per inch for those under 3" in diameter
- Put ½ cup in 18" holes spaced at 24" intervals under branch spread. Fill holes with sand.

TURF

- Analysis: 10-6-4; 20-10-10; 33-0-0
- Use 15# per 1000 sq. ft. of 10-6-4 (pr 7# of 20-10-10) applied evenly to dry turf, per application
- Water in within 30 minutes
- For Merion bluegrass make monthly applications
- Use only 33-0-0 at 5# per 1000 sq.ft. alternate years. Ureaform may be substituted for this.

SHRUBS

- Analysis: 10-5-5 (foliage types) or 5-10-10 (flowering types)
- Use 2-5# per 100 sq. ft. of areas under shrub branches

ROSES

- Analysis: 5-10-10
- Use one handful in a ring around each plant and scratch into soil to prevent washing.
- To foliar fertilize in spray solution (for pest control), add 1 level tablespoon of potassium nitrate and 1 level tablespoon of ammonium nitrate to each 8 gallons of spray solution. Apply weekly from early May through October.
- If foliar fertilized, omit mid-summer fertilizer applications to soil

ANNUALS

- Analysis: 5-10-10 or 6-12-12
- Use 2# per 100 sq. ft. worked into soil before planting.
- Repeat and scratch into surface 4 weeks after planting.

FERTILIZER SCHEDULE FOR LANDSCAPE PLANTS
(CONTINUED)

PERENNIALS

- Analysis: 5-10-10 or 6-12-12
- Use 2# per 100 sq. ft. Scratch into surface

HARDY BULBS

- Analysis: 5-10-10 or 6-12-12
- Spring bulbs: Use 2# per 100 sq/ ft. immediately after flowering
- Lilies: Use same rate in early May

NON-HARDY BULBS

- Analysis: 5-10-10 or 6-12-12
- Use 2# per 100 sq. ft. before planting

VEGETABLES

- Analysis: 5-20-20
- Use 2# per 100 sq. ft. broadcast and worked into soil before planting.
- Side-dress when 3-4" high with 33-0-0 at 1# per 100 sq. ft.
- Scratch into soil surface

INTRODUCTION

UNIT: *Getting and Keeping a Job*

This unit actually could be considered as several units in one because it covers many areas. The teacher may want to use only parts of it in any given year. Some of the lessons, such as that on the job interview, could be divided into several parts and, with expansion, could be used for a month or more.

The areas covered in the unit include: Why Work, Your Abilities, Disabilities and Interests, Meeting Transportation Needs for a Job, Ways and Means of Finding a Job, Letter of Application and Employment Application, The Job Interview, Job Training, Good Work Habits, The Time Clock and Time Cards, Payroll, Deductions, Fringe Benefits and Labor Unions and Labor Laws.

The teacher will note that this curriculum also included two smaller units, one on writing employment letters and one on filling out forms; these subjects are covered in more detail.

When our young people begin job-hunting, they are competing in an overcrowded labor market with people who have varying degrees of experience and training. We must provide these young men and women with all the experiences possible to help them successfully obtain employment and KEEP their jobs when they do become employed.

We should provide learning experiences which will enhance the students' chances of making a good impression, inform them of new avenues to explore in their job-seeking endeavors, instill positive attitudes and help them to gain insight into successful employment. We must do everything possible to prepare them to be useful gainfully-employed citizens for the World of Work. At no time should they become a burden on society when they are fully capable of functioning independently as productive workers.

Hopefully, the use of this unit will help the teacher to see that students know how to get and to keep a job. However, this task is not the teacher's alone. The teacher should ask for and expect help from the community when preparing students for work.

The community is a giant resource as far as the teacher in the World of Work is concerned. Employers are happy to serve as speakers, members of panel discussions, etc. Most places of employment will provide field trips, guided tours and work observation for classes. In addition, many businesses provide free information about their field, training programs, the type of employees they want, etc. It is to the businessman's advantage to help train tomorrow's employees, and the schools should work with businesses to do so.

Other teachers are often a good resource, as are former students who have "made it" in the working world, no matter in what sort of job. Students need to see others like themselves who have become successful; they need to know that by working at it, they can get there, too.

Sometimes the hope for a good job in the future is all that keeps a student in school. As teachers, we need to capitalize on this and make the study of the world of work relevant, challenging and fascinating.

EMPLOYMENT
OFFICE

PRE/POST TEST

UNIT: *Getting and Keeping a Job*

NB The teacher probably will want to give this test in parts

1) Write or tell orally 5 reasons why people work.
2) Name or write 5 benefits we receive from working.
3) What are your career objectives?
4) (D only) Write 5 differences between today's working world and that 100 years ago.
5) (D only) Name 5 ways you think the working world will have changed 50 years from now.
6) Name 5 (10) kinds of jobs you think you would be able to do.
7) Name 5 (10) kinds of jobs you think you are not able to do.
8) Name 5 (10) jobs in this community which you think you could do.
9) If you were working at (name of place in community), how would you arrange transportation to and from your home? (3-5 ways for M, 10 for D)
10) Have students fine 5-10 places on a map of their city.
11) Name 3-5 ways you could get to and from work in your community.
12) Name or write 4-8 places where you could look for a job in your community.
13) Tell what these want ad abbreviations stand for: PT, FT, agc'y, oppty, begnr, ass't, co, exc, espd, ecp, fctv. gd, hrs, HSG, inexpd, mech, mfg, mo, wk, yer, nec, off, ref, req, stk, SD, sm, gen off, st, del, pd vac, perm educ, fut, temp.
14) Name 3-6 persons who could give you information on finding a job.
15) Name 3-8 things you should have on a personal data sheet.
16) When would you use a personal data sheet?
17) Demonstrate how you would apply for a job over the telephone.
18) When would you write a job application letter?
19) Name 5-10 items you would have to fill in on a job application.
20) Give student a job application form to fill out.
21) Name 3-8 items you should include in a letter of application for a job.
22) What is the difference between a business and a friendly letter?
23) Demonstrate how you would make an appointment for an interview over the telephone.
24) What would you wear to a job interview?
25) Name 5-15 questions you might be asked if you were being interviewed for a job.
26) You have an interview at 10:00 A.M. Tell what you will do and what you will take for the interview from the time you get out of bed.

27) Joe has an appointment to see Mr. Jacobs about a job as a stock boy in a large clothing store. He has been fishing all morning, and he had to change a flat tire on his car which caused him to get home late. He hasn't had time to shower, shave and change clothes and he won't have time if he expects to arrive at the interview on time. What should he do?
28) Name 5-10 things you should NOT do during an interview.
29) Ascertain the student's job interest and set up a simulated interview. Do give the student time to prepare. Conduct the interview yourself or observe while someone else does.
30) Name 3-5 types of job training.
31) Name 5-8 places in the state where you could receive job training.
32) Name orally or write 10 work habits which would help you to be successful on a job.
33) Give3-5 reasons why you think job training would be helpful.
34) Name orally or write 10 work habits which might cause you to lose a job.
35) Why are time clocks used at some places of employment?
36) Test the student on time-telling activities.
37) Have the student fill out or tell you how to fill out a time card.
38) What is a time card?
39) What does an employee do with a time card after s/he has filled it out?
40) Why does the employer need time cards filled out?
41) Tell orally or write a definition of the following: company insurance, sick leave, personal leave, disability and workmen's compensation, emergency leave, leave of absence, in-service training, paid vacations and holidays, retirement.
42) Define orally or in writing what fringe benefits are.
43) Name 4 items which might be deducted from your paycheck when you have a job.
44) Define orally or in writing F.I.C.A. and state witholding tax.
45) What is a labor union? Why do we have labor unions?
46) What is a labor union strike?
47) If you had a complaint about working conditions on your job site, to whom would you talk?

Additional questions for disadvantaged students:

48) If you lived 3 miles from work, what are 2 methods of transportation you might use?
49) What is the minimum wage in your state?
50) How old must you be before you can begin working?
51) Explain how to use a time clock. What purpose does it serve?
52) What is the difference between federal and state taxes?
53) If I was a truck driver, I would belong to the ________________ Union.
54) What benefits does social security offer?

TARGET POPULATION /E/ /D/

UNIT: *Getting and keeping a Job*

LESSON: *Why Work*

BEHAVIORAL OBJECTIVES:

The student will give 5 reasons why people should work and 5 benefits one receives from working. This is to be an oral exercise.

CONTENT:

1) Reasons for working: to meet basic needs, to feel useful, to be independent, to be a good citizen, etc.
2) Comparisons among working today, in the future and in the past
3) What changes will occur in the working world in the future, such as a 4-day work week, more leisure time, etc.
4) What happens to school drop outs
5) Jobs exist for the handicapped, too
6) Alternatives to paid employment, such as volunteerism, co-op gardens, markets, co-op child care, etc.
7) Work in relation to leisure

LEARNING ACTIVITIES:

1) Have class discussions on reasons for working. Make a list of reasons and display on bulletin board.
2) Students can interview their parents on why they work, their feelings about work and report back to the class with their findings.
3) Teacher can read to the class passages from books and articles which describe working conditions in the past. Teacher can display pictures of these conditions.
4) Teacher can tell the students of predictions of working conditions in the future, such as those made by Alvin Toffler in Future Shock or by Aldous Huxley in Brave New World. Discuss with the students what is probable, what is fiction and what plans they may want to make for the future.
5) Invite someone who works with school drop-outs to speak to the students on problems facing those who do not finish school. Have students prepare questions for the speaker. Video-tape the presentation and use the tape for future reference.
6) Take a field trip to a place where handicapped people are employed. Discuss the idea that nearly everyone can work and feel useful.

LEARNING ACTIVITIES CONTINUED:

7) Invite a panel to discuss volunteerism, co-op child care, etc., as alternatives to a full-time job.
8) As a class activity, make a list of leisure-time activities in the community. Discuss when you might do them, their cost. Discuss, too, how much of the week might be spent in work and how much in leisure-time activities.

RESOURCES:

#1
#2
#3
#5
#6
#7
#12
#20b
#23
#24
#25
#26
#27 (b,c)
#29 (a,b,c,d,f,l,m)
#43a
#32 (a,b)
#35 (a,d)
#36b
#39
#40 (a,b,e,f)
#41 (a,b)
#42
#43a
#50
#51
#56
#57
#59
#60
#61
#63
#69 (a,b)
#70

UNIT: Getting and Keeping a Job

LESSON: Your Abilities, Disabilities and Interests

BEHAVIORAL OBJECTIVES:

1) The student will tell orally 5 areas in which s/he has vocational ability and 5 areas in which s/he has has little vocational ability.
2) Give the student a list of 50 jobs within the students' scope of abilities and have him/her pick 5-10 which seem interesting to him/her.

CONTENT:

1) Jobs that are available in the community and in the state
2) Abilities required to do various jobs; mental, physical, educational, personal qualities necessary; experience
3) Determining where one's interests lie
4) Problems which result from choosing a job too difficult or too easy
5) Jobs which can be done by those with physical handicaps

LEARNING ACTIVITIES:

1) Read some job descriptions to the students from the Dictionary of Occupational Titles. Have them consider what their interests are and what various jobs are available.
2) Use the Occupational Outlook Handbook to help students to compare their qualifications with their interests.
3) Make a list as a class of jobs available in the local community. List the requirements for several jobs in which the students are interested.
4) Pick 1 or 2 jobs which interest the students and invite people who do these jobs to come speak to the students. Have the students prepare questions for the speaker in advance.
5) Have the students take 1 or 2 interest inventories, such as the Kuder Interest Inventory (this may have to be given orally). Discuss the results in class.
6) Ask the school counselor to speak on the relation between interests and abilities and job-seeking. Ask him to stress the importance of matching job requirements to abilities.
7) View a film on work being done by physically handicapped people. Invite a handicapped person to speak to the class on problems s/he had in finding a job.

LEARNING ACTIVITIES CONTINUED:

8) Ask the youth counselor from the local employment office to do some interest and ability surveys with the students.
9) Some students may need or desire individual counseling from the teacher, a counselor, etc.
10) Use the Occupational Card Sort game from ACT Testing Services. Students sort cards into piles of might choose, would not choose and in question and then discuss their choices.

RESOURCES:

#2
#3
#5
#6
#-
#8
#9
#10
#11
#12
#13
#14
#15
#16
#17

#18
#19
#23
#28
#29 (a,b,c,d,e)
#31
#33
#35a
#36b
#41 (a,b)
#42
#43a
#56
#59
#60

#61
#63
#65
#66
#67
#68
#70
#72 (g,h,i,k)
#73 (h.i.j.k.o)
#74
#75
#76
#77

TARGET POPULATION E D

UNIT: *Getting and Keeping a Job*

LESSON: *Meeting Transportation Needs for a Job*

BEHAVIORAL OBJECTIVES:

The student will demonstrate orally or in writing his/her ability to arrange transportation to and from 3 fictitious places of employment in the community.

CONTENT:

1) Reading the city map
2) Various methods of transportation in the area
3) Cost of various methods of transportation
4) Learning city bus routes (if applicable)
5) Taking a cab
6) Importance of being on time if sharing transportation with others; budgeting one's time
7) Effect of local weather conditions on your transportation needs
8) Buying a car

LEARNING ACTIVITIES:

1) Make city maps for all students. Have them find their homes, schools, relatives and places of employment in the city.
2) Discuss north, south, east and west in their city. Bring in a compass and discuss its use. Help the students become oriented to directions in their area.
3) As a class project, make a list of various methods of transportation in the community. Have the students figure out comparative costs per week for each method.
4) If the community has a bus system, ask someone from the bus company to visit and to talk on using the buses and learning the routes.
5) Discuss taxi cab rates, emphasizing that they are expensive and should be used only in emergencies. Discuss proper procedures for calling a cab, paying and tipping.
6) As a class project make a large circle chart showing seasonal changes in the community and corresponding weather changes. Depict types of transportation for each season, e.g., bicycles in the spring and summer.

LEARNING ACTIVITIES CONTINUED:

7) Take students on a bus trip if possible and time trips to various places of employment.
8) Visit new and used car lots to price cars. Have students figure out the cost of buying a car with insurance, title, license plates, etc. Discuss what a minimum salary might be in order to support a car.
9) Have students time themselves getting ready for work in the morning. Make a chart showing the amount of time required for grooming, eating, etc. Have each student determine when s/he must get up in order to be on time for car pool, bus, etc.

RESOURCES:

city maps
bus schedules

#3
#24
#25b
#26
#30c
#34
#36a
#38d
#39
#40d
#73e

TARGET POPULATION /E/ /D/

UNIT: *Getting and Keeping a Job*

LESSON: *Ways and Means of Finding a Job*

BEHAVIORAL OBJECTIVES:

The student will:

1) name 4 places where s/he could look for a job.
2) explain the difference between a public and a private employment agency.
3) identify 80% of the abbreviations used in want ads in local newspapers.
4) orally tell 8 jobs available in the community which s/he might be able to do.
5) orally tell how to use want ads in finding a job.
6) name 4 persons s/he could use as resources in finding a job.
7) demonstrate how to apply for a job over the telephone.

CONTENT:

1) Places in the community to look for jobs and to find out about jobs
2) Public and private employment agencies; differences and functions
3) Learning want ad abbreviations
4) How to use want ads to look for a job
5) Types of jobs available in the local community
6) People in the community to help one find a job
7) Use of the telephone in seeking job information or a job
8) Personal data sheets

LEARNING ACTIVITIES:

1) Borrow a tele-trainer and telephone unit from the local phone company. Let students practice calls seeking information about employment and making application for employment. Then have students make actual calls and report their findings to the class.
2) View films on looking for a job. Make lists of steps to follow when you begin job-hunting. Discuss: How do you look for a job? Whom can you ask for information? Where can you go?
3) Role-play applying for jobs in person.
4) As a group, compile a list of places where the students could seek employment. Have each student then list his/her personal acquaintances and business acquaintances who could be used for references.

LEARNING ACTIVITIES CONTINUED:

5) Through class discussion, help students become aware of ways to make known their desire to work and types of work they can and prefer to do:

   a. making specific inquiries of specific persons
   b. making general inquiries
   c. making desire to work known to all acquaintances
   d. inquiring about the best time of the day to talk to the boss
   e. visit places of employment to ascertain employment possibilities
   f. make arrangements to visit businesses and ask questions of the supervisor

6) As a class, take a field trip to businesses which interest most of the students. Have them prepare questions to ask employees and supervisors about how to obtain jobs in that particular business.

7) Introduce a list of abbreviations used in want ads. Make flash cards and drill each day. A list of these abbreviations is available at the end of the unit. This activity should be on-going.

8) Help students compile a list of people whom they know who could help them to find a job, give them information about employment, serve as references.

9) Practice composing personal data sheets. Drill every day on vocabulary used on data sheets.

10) As a class project, help students compile a list of reasons why one might lose his/her job. Let each student prepare an oral report on one of these reasons and present it to the class.

11) Have students bring to class want ads which concern jobs which interest them. Go over the ads in class, picking out the essential elements. Have students make a poster of want ads which interest them.

12) Invite speakers from both public and private employment agencies to explain the services provided by each.

13) Discuss the fact that many large businesses and factories have their own employment or personnel office and that in applying for a job at such a business, one would deal directly with the business' employment office.

14) Have the students send for a social security card if they haven't already done so. As a class, learn how to fill out the application for a social security card.

15) Discuss the types of salaries one can earn and alert the students to ask about salary when they apply for a job. Discuss hourly rate, straight salary, piece rate and commission.

RESOURCES:

#1
#3
#4
#6
#20
#21
#22
#23
#24
#27
#29 (e,f,g)
#30 (a,b,c,d)
#32 (a,b,c)
#35
#36
#37
#38
#39
#40 (c,d)
#41
#45
#46
#49
#53
#54
#55
#56
#57
#59
#60
#61
#62
#63
#64
#73

LEARNING ACTIVITIES CONTINUED:

10) Make flash cards of words found on employment applications. Drill students often and allow themto drill each other. They should learn the most common words as sight vocabulary.
11) Review the personal data sheet and encourage students to carry it with them whenever they go to enquire about or apply for a job.
12) Put employment applications on overhead or opaque projector and fill them out as a class project several times. Each day ask the students to fill out a portion until they can cover an entire application.
13) Take a trip to the local employment office and ask the youth counselor to speak to the students on employment applications and the procedures they would follow if they were to apply for a job through the local employment office.
14) Simulate a situation in which a student goes in to apply for a job and is asked to fill out an application. Let students practice with each other and check each other's applications.

RESOURCES:

#1
#3
#4
#20 (a,b)
#24
#29e
#30 (a,d)
#32a
#35 (b,c,d)
#37
#38a
#39
#40d
#41c
#43c
#44
#45
#53
#54
#62
#64
#73 (a,b,k,l)

UNIT: *Getting and Keeping a Job*

LESSON: *Letter of Application and Employment Application*

BEHAVIORAL OBJECTIVES:

The student will:

1) write a simple letter applying for a job.
2) fill out a simple job application form.
3) identify 20 out of 30 words used on an employment application.

CONTENT:

1) Business and friendly letter forms
2) Purpose of letter of application
3) Letter versus applying in person
4) Terms used on an employment application
5) Filling out application forms

LEARNING ACTIVITIES:

1) Show students examples of business and friendly letters. Go over them in detail, noting their similiarities and differences.
2) Draw large posters of business and friendly letters as a teaching aid.
3) As a class, practice writing business and friendly letters.
4) Have students pick a local business where they might work and compose a business letter to them. Help students to decide on what openings they might apply for and what information should be included in the letter. Help students group the information in good paragraphs.
5) Using a plastic overlay, help students to check their letters for such items as return address, inside address, greeting, body, closing and signature.
6) Make transparencies of friendly letters and business letters. Project them while students practice writing similiar letters.
7) Secure several types of applications from employment offices, businesses, factories, etc., and project them using an opaque projector. Discuss the different sort of information required.
8) Practice letter folding and addressing large and small envelopes.
9) Stress for students the fact that most job applications require applicants to print all information except for the signatures.

SAMPLE: DAILY LESSON PLAN

UNIT: *Getting and Keeping a Job*

LESSON: *The Job Interview - Proper Attire*

LEARNING ACTIVITIES:

1) Have students pretend they have an interview at 9 A.M. Make a chart of what they will do to get ready from the time they get up until the time they arrive at the interview.
2) Go over the chart to see if anything has been left out as far as being well-groomed for the interview.
3) Discuss what boys and girls should wear for certain types of interviews, depending what the job is.
4) Begin making posters of proper attire for interviews for various types of jobs. To be continued next day.

TOOLS AND EQUIPMENT:

SUPPLIES:

chart paper, scissors, magazines, poster paper

SAFETY:

VOCABULARY:

hair, teeth, bath, shave, clean, pressed clothes, polished shoes, deoderant, make-up, dress, slacks, shirt, comb, toothbrush

MATH:

Calculate amount of time it takes to become well-groomed, how early you would have to get up in order to look nice every day and to arrive at work on time.

TARGET POPULATION E D

UNIT: *Getting and Keeping a Job*

LESSON: *The Job Interview*

BEHAVIORAL OBJECTIVES:

The students will:

1) demonstrate how to make an appointment for an interview by telephone.
2) tell or list 8 things they should know before they go to an interview.
3) tell or show proper attire for an interview.
4) receive a score of 90% on a 40-question test which deals with conduct during an interview.
5) successfully go through a simulated interview without prompting.

CONTENT:

1) Making an appointment for an interview
2) Preparation for the interview
3) Proper dress and behavior during the interview
4) The interview process

LEARNING ACTIVITIES:

1) Have students pretend that they have an interview at 9 A.M. Have them determine what they will take to the interview and what they will do from the time they get out of bed.
2) Demonstrate the proper way to make an appointment for an interview over the telephone. Have students role-play as caller and secretary and set up appointments. The students who are not participating in the role-playing can evaluate the performance of those students who are.
3) Discuss telephone etiquette, stressing the following points:
   a. realization of the value of an employer's time
   b. asking for the personnel director in charge of hiring
   c. getting to the point
   d. giving pertinent information
   e. verifying the appointment
   f. thanking the person to whom you speak
   g. calling to cancel if you can't make your appointment and setting up a new appointment
4) Tape record the telephone conversations of people setting up appointments for interviews. Have students evaluate these conversations.

LEARNING ACTIVITIES CONTINUED:

5) View films on proper interview conduct.
6) Give examples of good and bad behavior at an interview and have students tell why the bad behavior is improper.
7) Make posters of proper attire for various interviews, covering a variety of jobs.
8) Have each student devise a check list to be used before leaving the house for an interview. Include hair, teeth, bath, shave, clean and pressed clothes, polished shoes, good nylons, deoderant, tasteful make-up, etc.
9) Designate certain days when students must come to class dressed for an interview. Class members can guess the type of work each student is applying for based on what s/he is wearing. From a list of want ads handed out the day before, try to match the students to the ads.
10) With the students compile a list of Do's and Don't's during and before an interview. For example:

DO....

a. bring along personal data sheet, social security card, driver's license, pen and pencil.
b. be put together before you get there so you don't have to primp in the reception room.
c. arrive early and check appearance in rest room.
d. notify secretary when you arrive. Inform her with whom you have an interview.
e. sit quietly while waiting.
f. greet the interviewer respectfully. Introduce yourself if no one else has.
g. listen carefully and be polite. If there is something which you don't understand, ask the interviewer to repeat him/herself.
h. be brief and honest when answering questions.
i. sit up straight and act poised.
j. be enthusiastic about the job.
k. be as informed as possible about the job beforehand.
l. ask questions if a job is offered, such as duties, where and when to report, insurance, salary, overtime, shifts, fringe benefits, attire, breaks, lunch, payday, etc.
m. leave when the interview is over. Never hang around to chat.

DON'T...

a. chew gum.
b. smoke unless invited to.
c. arrive out of breath.
d. call interviewer by first name.
e. get angry if you don't get the job.

LEARNING ACTIVITIES CONTINUED:

DON'T... f. take a friend or relative along.
g. argue.
h. slouch.
i. talk about personal problems.
j. talk about former employers or co-workers.
k. be a "know-it-all."

11) Practice tape-recording interviews in class and critiquing them.
12) Invite an employer to interview the students individually. Videotape the interview for future discussions.
13) As a class project, have students individually ask employers why people are not hired or why they lose their jobs. Compile a list.
14) Have students compile a list of questions one might be asked during an interview. Have students prepare proper responses to each question.

RESOURCES:

#1
#3
#20 (a,b)
#21
#22
#24
#29 (e,f)
#30 (a,d)
#32 (a,c)
#35 b
#36
#37
#39
#40d
#41c
#43c
#45
#50
#59
#64
#73 (b,1)

TARGET POPULATION /E/ /D/

UNIT: *Getting and Keeping a Job*

LESSON: *Job Training*

BEHAVIORAL OBJECTIVES:

The student will:

1) name 3 types of job training.
2) name 5 places in the state where s/he could receive job training.
3) 3 advantages of job training.

CONTENT:

1) Types of job training - part-time in school, part-time on job, in conjunction with job, vocational high school, post-high school vocational school, etc.
2) Available job training in the state
3) How job training helps one to prepare for a vocation

LEARNING ACTIVITIES:

1) Introduce students to the different types of job training and give examples from the community if possible.
2) Visit job training situations in the community and let students observe the process and ask questions.
3) Invite a former student who has been through job training to speak to the students on his/her experiences. Students can ask questions on hours, wages, courses, etc.
4) Visit an area vocational-technical school for a tour. Have students make a list of courses of study.
5) As a class, compile a list of vocational training programs in the state, noting what each offers. Get the list printed up and encourage students to discuss it with parents and vocational counselor if they are interested in training.
6) Discuss the importance of doing a good job during training so one will have good references when applying for a job.
7) Discuss living arrangements, financial problems, being on one's own, studying, budgeting time and other issues involved if one goes away from home to receive vocational training.
8) Ask an employer to speak on the advantages of job training, its importance for future employment, etc., Review points covered in the talk for several days.

TARGET POPULATION /E/ /D/

UNIT: *Getting and Keeping a Job*

LESSON: *Good Work Habits*

BEHAVIORAL OBJECTIVES:

The student will:

1) tell or list 10 work habits which would help him/her to be successful on the job.
2) tell or list 10 work habits which might cause him/her to lose a job.

CONTENT:

1) What constitutes a good worker and a bad worker
2) Ways of getting promoted or demoted
3) self-respect as related to job performance

LEARNING ACTIVITIES:

1) As a class project, compile a list of good work habits which would help a person to be successful on a job. The list should include:
   a. being on time
   b. not wasting time
   c. finishing each job
   d. knowing what to do next and doing it
   e. being well-groomed
   f. being able to follow directions
   g. being careful
   h. doing a thorough job
   i. taking care of tools and equipment
   j. getting along with co-workers and supervisors
   k. being loyal to the employer
   l. being friendly and cheerful
   m. being able to accept constructive criticism
   n. holding one's temper
   o. keeping a good attendance record
   p. being flexible
2) Have students make a notebook of good work habits, drawing pictures to depict some of the habits. Pictures can also be cut from magazines, traced or copied.

LEARNING ACTIVITIES CONTINUED:

3) Have students evaluate their own good and bad habits; write these on small cards and sort into piles of good and bad. Have them pick some habits they may wish to change and then make definite plans for changing them.
4) Make a list of bad work habits which could cause the loss of a job. This list should include:
    a. tardiness
    b. excess absenteeism
    c. too many coffee breaks
    d. disloyalty
    e. laziness
    f. unsafe practices
    g. gossiping
    h. disobeying rules
    i. misuse of tools and equipment
    j. inability to follow orders
    k. being a troublemaker
5) Ask an employer to speak on what type of worker he would consider for promotion.
6) Discuss good work habits and how they relate to your feelings about yourself, your self-worth. Read some case studies on people with good and poor work habits. Have the students evaluate the values of those in the studies, how they could have improved their work habits, etc.
7) Discuss the safety procedures required by various jobs. Make lists. Have students ask friends or relatives about safety procedures where they work.
8) Role-play many different situations involving employee-employer problems and employee-employee problems. Discuss how these could be handled.

RESOURCES:

#1
#3
#21
#22
#23
#24
#26
#29 (g,i)
#30 (e,f)
#32c
#35b
#37
#39
#40d
#41
#42
#43d
#49
#50

#51
#52
#53
#54
#55
#56
#57
#59
#60
#61
#62
#63
#64
#69 (a,b)
#71 (a,b)
#72 (d,g)
#73 (c,d,e,f,h,i,m,n,o)
#78

TARGET POPULATION E D

UNIT: *Getting and Keeping a Job*

LESSON: *The Time Clock and Time Cards*

BEHAVIORAL OBJECTIVES:

The student will:

1) tell why time clocks are used and demonstrate his/her ability to use one correctly.
2) fill out correctly a time card for one week.

CONTENT:

1) Telling time
2) Importance of being on time
3) Reasons for using a time clock
4) How to use a time clock
5) Estimating time
6) Use of time cards
7) Over-time

LEARNING ACTIVITIES:

1) Give tests on telling time to determine students' prowess in this area. Give special to those who aren't able to tell time. Use work sheets, card board individual clocks and real clocks.
2) Discuss reasons why workers need to be on time and why a sense of time can be important in our daily lives. Include such reasons as:
   a. impolite to keep people waiting
   b. people will consider you undependable if you are always late
   c. jobs can be lost by always being late in the morning, at noon and returning from coffee breaks
   d. businesses must meet deadlines and timing is often vital
   e. being on time is a sign of maturity and concern for others and for yourself
   f. learn to estimate how much time tasks take you and you can plan your work day much more efficiently
3) Give students lots of practice in estimating how much time a given task will take and then have them do the task to check themselves. Assign them to do this at home with various tasks and have them report to the class how accurate their estimates were. Emphasize how important this is in working and give examples.

LEARNING ACTIVITIES CONTINUED:

4) Visit places where time clocks are used and ask a supervisor to explain how they are used and why.
5) Obtain a used time clock. Have students clock in and out of class and for breaks. Have them figure hours daily, weekly and monthly. Give them a fictitious hourly wage and have them figure some salaries.
6) Do work sheets on problems dealing with wages and time, e.g $2.10 per hour, 8 hours per day for 4 weeks, etc.
7) Discuss the following:
    a. How can use of the time clock affect your punctuality?
    b. How can you and your supervisor use the time clock card?
    c. What possibilities do you see for misuse of workers's time cards?
    d. Do you think it is fair to dock wages from a worker who is late often?
8) Study time clock cards. Each student should know what information is on them and how to read them.
9) Obtain several examples of time cards. Explain how and why they are used. Go over them as an entire class while students practice filling them out.
10) Have students keep time cards during the period they are involved in this unit. Have them hand these in to the teacher each week.
11) Have students role-play a situation where a supervisor must "chew out" an employee for constant tardiness. Have the supervisor emphasize the importance of time and of being on time, and how tardiness endangers your job. Supervisor should mention that other employees are hindered in their work when one person is always late.
12) Discuss overtime;figure some paychecks which include overtime as well as straight time, time and a half and double time.

RESOURCES:

time clock
time cards
#3
#26
#27 (a,c)
#29 (g,1)
#30e
#40 (d,f)
#43 (c,d)
#73 (c,d)
#73 (e,1,n)
#78

UNIT: *Getting and Keeping a Job*

LESSONS: *Payroll, Deductions, Fringe Benefits*

BEHAVIORAL OBJECTIVES:

The student will define orally the following fringe benefits: company insurance, sick leave, personal leave, disability and workmen's compensation, compensatory time, emergency leave, leave of absence, in-service training, paid vacations and holidays, retirement, overtime pay and social security insurance.

The student will name 4 items which could be deducted from a paycheck.

The student will define orally F.I.C.A. and state witholding tax.

The student will name 4 methods of payment on a job, such as weekly, bi-monthly hourly, piece work.

CONTENT:

1) Fringe benefits
2) Types of payment
3) Payroll deductions

LEARNING ACTIVITIES:

1) Discuss fringe benefits, making sure students understand that they do not comprise extra money per se, but they are definitly worth time and money to a worker. Include: company insurance, both life and hospital-medical, sick leave, personal and/or emergency leave, disability and workmen's compensation, compensatory time, leave of absence, in-service training, paid vacations and holidays, retirement savings, overtime pay, dividends.
2) Introduce state and Federal taxes. Discuss: why taxes are paid, for what purposes are taxes used, how tax witholding is computed, F.I.C.A., who pays F.I.C.A. and how it is computed.
3) Introduce other possible deductions, such as insurance, credit union dues and union dues.
4) Show samples of payroll checks with deductions listed. Try to obtain some in the salary range in which the students are likely to be.

LEARNING ACTIVITIES CONTINUED:

5) Get a tax table and show how tax deductions are computed. Make a transparency for class use and a chart or ditto for individual students.
6) Discuss various methods of payment. Emphasizing the importance of budgeting your money according to your pay schedule. Include hourly rate, straight salary, piece work and commission.
7) Prepare worksheets with problems dealing with salary.
8) Visit a payroll office and ask a payroll clerk to explain how taxes are computed before being deducted from a salary check.
9) Have students make a calendar showing paid holidays, work days and paid vacations for a year.
10) Assign everyone in class a vacation and make a chart to show why it is essential that only a few employees are gone at one time.
11) Discuss what would be the correct procedure for an employee to follow in these situations:
    a. S/he will be in the hospital for a month.
    b. S/he will retire from the job.
    c. S/he has an accident on the job.
    d. A relative dies and s/he must take a week off from work for the funeral.

RESOURCES

#1
#3
#24
#27 (a,c,d)
#29h
#32e
#35b
#38b
#43 (b,c,d)
#44
#45
#46
#49
#50
#51

#52
#53
#54
#55
#56
#57
#58
#59
#60
#61
#62
#63
#64
#69 (c,d)
#72 (a,b,c)

UNIT: *Getting and Keeping a Job*

LESSON: *Labor Unions and Labor Laws*

BEHAVIORAL OBJECTIVES:

The student will tell:

a. what a labor union is for
b. the procedure for joining a labor union
c. the rights and responsibilities of labor union members

The student will define:

a. closed and open shop
b. strikes
c. walk-outs
d. pickets
e. grievance
f. collective bargaining

CONTENT

1) Purposes of labor unions
2) Terms used by labor unions
3) Benefits to members of labor unions
4) Responsibilities of members of labor unions
5) Labor laws which affect workers

LEARNING ACTIVITIES:

1) Give a lesson dealing on why labor unions were formed. Show pictures of labor conditions which led to the development of unions. Discuss the advantages to the employee who belongs to a union.
2) Introduce the concept of specialized unions and selected-membership unions. Give examples from the community.
3) Introduce and teach the definition of the following terms, adding any others which may be relevant in your community: union shop, closed shop, open shop, collective bargaining, strike, walk-out, lock-out, "wildcat", mediator, compromise, union contract, iniation fee, dues, strike fund, picket, grievance.
4) Discuss the union members' responsibilities in regard to payment of dues, attendance at meetings, participation, voting, picket duty, responsible behavior on the job.

LEARNING ACTIVITIES CONTINUED:

5) Invite representatives from local labor unions to speak to the class.
6) Obtain information from local unions on membership, initiation, dues and membership benefits.
7) Have students write down the names of people to whom they should go if they have complaints about their jobs.
8) Create mock situations in which a worker has a complaint. Show what steps s/he would take to remedy the situation.
9) Obtain a book from the Labor Department on labor laws and discuss those which apply to your community. Ask the Labor Department representative to discuss pertinent information with the students.

RESOURCES:

Labor Department Manual

#3
#4
#20
#21
#24
#25d
#29
#35
#37
#38b
#39
#40b
#41d
#56

INTRODUCTION

UNIT: *Writing Employment Letters*

This unit is intended to be used primarily with the disadvantaged student since it involves a good deal of reading and writing. Some students in the handicapped category should be able to handle the material. The unit can be used as is for the disadvantaged student.

It is felt that the handicapped student should know:

a. what a friendly letter and a business letter are
b. what a letter of application is; what it is used for
c. what a letter of inquiry is; what it is used for

If the handicapped student is capable, s/he should learn how to write the letters. This is dependent too on the student's employment goals.

The handicapped student should be informed where s/he can seek help in writing letters (parents, friends, other relatives, teachers). If the student is uncertain about his/her letter-writing abilities, s/he should be instructed to have someone check letters before they are sent.

The teacher could check with local employers to acquire further specific information for this unit.

PRE/POST TEST

UNIT: *Writing Employment Letters*

1) What is a friendly letter?
2) What is a business letter?
3) Name 3 differences between a friendly letter and a business letter.
4) Name 2 times when you would write a letter of application.
5) Name 3 things which you should include in a letter of application for a job.
6) When would you write a letter to inquire about a job?
7) Where do you put your return address on a business letter?
8) What is the closing of a business letter?
9) What is the body of a letter?
10) Name 3 things you should check before you mail a business letter.

TARGET POPULATION E S

UNIT: *Writing Employment Letters*

LESSON: *Differences between Friendly Letters and Business Letters*

BEHAVIORAL OBJECTIVES:

The student will:

1) tell the differences between friendly letters and business letters.
2) write a simple business letter and a simple friendly letter.

CONTENT:

1) Content of a friendly letter
2) Content of a business letter
3) Differences between a friendly letter and a business letter

LEARNING ACITIVITIES:

1) Bring business and friendly letters to class and compare them.
2) Discuss:
   a. where the return address goes and what it contains.
   b. the inside address which is used only on business letters; how to write it.
   c. the greeting, formal for a business letter and informal for a friendly letter.
   d. the body of the letter, different for a business letter than for a friendly letter
   e. the complimentary close, formal for a business letter with 4 spaces for the signature and informal for the friendly letter.
   f. the secretary's initials plus the writer's initials, if typed by a secretary.
   g. the various forms which can be used for a business letter, such as block, indented. Stress that friendly letters should use some type of form, too.
   h. where to type the date on a business letter if a letterhead is used.
   i. the proper folding of the letter and proper addressing of the envelope.
3) Have students practice writing business letters in sections, advancing from one section, to two and so on.

LEARNING ACTIVITIES CONTINUED:

4) Give students worksheets which show sections of business letters. Ask them to identify the sections or to rewrite those which are written incorrectly.
5) Invite a secretary to talk about writing business letters and the importance of using a correct form, catching errors, being neat, spelling all words correctly, etc.
6) Give students letter samples and ask them to determine which are correct and which are not.
7) Have students practice folding letters and addressing envelopes. Give them samples of envelopes incorrectly addressed and have them correct them.

RESOURCES:

#3
#20b
#29e
#30 (a,d)
#32a
#73 (b,1)

TARGET POPULATION /D/ /E/

UNIT: *Writing Employment Letters*

LESSON: *Letters of Application for Job and/or Interview*

BEHAVIORAL OBJECTIVES:

The student will:

1) write a letter applying for a job and requesting an interview.
2) tell 2 reasons for writing a letter of application for a job.

CONTENT:

1) Situations when you would write a letter of application for a job
2) Making a good impression and selling yourself through a letter
3) What to cover in a letter of application for a job
4) Suggestions for a good letter
5) Folding the letter and addressing the envelope

LEARNING ACTIVITIES:

1) Explain to the students that sometimes a letter of application is the only way to get a personal interview. Explain that you should write a letter of application in these situations:
   a. you are applying for an out-of-town job
   b. you answer a newspaper ad which requests that you respond by mail
   c. you are applying for a job interview with someone who is a friend of your family
   d. an employer specifically requests a letter of application because he may want to see how well you write, how good your English is, etc.
2) Discuss with the students the fact that a letter of application is really a sales letter. The letter should:
   a. convince the employer that hiring you would benefit the company.
   b. not mention your own needs or how badly you need or want the job.
   c. never exert pressure in any way.
   d. make a good first impression.
   e. be typed if possible, written neatly if not typed.
   f. be checked for spelling and typing errors.

LEARNING ACTIVITIES CONTINUED:

3) Have students learn by writing trial copies of the letters. They may ask the teacher or a friend to check the letter for errors and then they should rewrite it.
4) Have students learn to establish a point of contact in the first sentence of the letter. They should tell where or from whom they learned about the job. Practice writing first sentences, using newspaper want ads.
5) Practice writing the second sentence which should state that you wish to be considered as an applicant for the job.
6) Practice writing the second paragraph. This should note education and experience. Emphasis that the applicant should be honest in stating that s/he has no experience if this is the case. The applicant tell how his/her education relates to the job.
7) Teach the students to follow these hints when writing a letter of application:
   a. Clean typewriter before beginning.
   b. Set margins about 1½" on both sides of the paper.
   c. Begin street address 2" from the top of the paper.
   d. Begin the inside address 1½" down from the date line.
   e. Check carefully the spelling of the names in the inside address.
   f. Remember to use a colon after the greeting (Dear Mr. Jones:).
   g. If too many corrections had to be made on the body of the letter, do it over.
   h. Begin only the first word of the closing with a capital letter.
   i. Leave 4 spaces below the closing; then type name.
   j. Check for errors before removing paper from the typewriter.
   k. Sign your name neatly in ink.
8) Practice writing entire letters for various types of jobs requesting interviews. See sample letter included with unit.
9) Practice folding letters and addressing envelopes.

RESOURCES:

#3
#20b
#29e
#30 (a,d)
#32a
#35b
#73 (b,i)

SAMPLE: DAILY LESSON PLAN

UNIT: *Writing Employment Letters*

LESSON: *Elements of a Business Letter*

LEARNING ACTIVITIES:

1) Go over the form of a business letter
    a. return address and date in upper righthand corner
    b. date under letterhead if this appears on paper
    c. inside address includes person's name, title, address, zip code
    d. body of letter
    e. closing should be formal, followed by a comma
    f. 4 spaces below closing; then type name
2) Have students practice writing each element several times.
3) Hand out worksheets with examples of good and bad elements of letters and have students choose the examples of good elements.

TOOLS AND EQUIPMENT:

overhead or opaque projector to show business letter form

SUPPLIES:

worksheets, pencils

SAFETY:

Business letters must be done properly to make a good impression.

VOCABULARY:

return address, letterhead, inside address, greeting, body of letter, closing, signature

MATH:

ABBREVIATIONS

PT	part time	nec	necessary
FT	full time	off	office
FC	full charge	P.O. Box	Post Office Box
agc'y	agency	ref	references
oppty	opportunity	rm	room
begnr	beginner	req	required
ass't	assistant	stk	stock
co	company	5D	five days
exc	excellent	sm	small
expd	experienced	gen off	general office
exp	experience	mech	mechanic
fcty	factory	st	starting
gd	good	del	delivery
hrs	hours	pd vac	paid vacation
HSG	High School Graduate	lv	leave
inexpd	inexperienced	perm	permanent
mach	machine	educ	education
mfg	manufacturing	lrn	learn
mo	month	fut	future
wk	week	pos	position
yr	year	exec	executive
da	day or daily	temp	temporary

RESOURCE LIST

BOOKS AND PAMPHLETS

1) How You Can Get a Better Job, 5th ed., Willard K. Lasher, American Technical Society, 848 East 58th Street, Chicago, Illinois 60637, $3.75
2) Checker Training Guide, Bakery Sales Girl, Box Boys' Training Guide, Personnel Handbook, 4 pamphlets available from local Albertonson's stores
3) Succeeding in the World of Work, McKnight Publishing Company, Bloomington, Illinois 61701, $6.99
4) Strategies for Implementing Work Experience Programs, McKnight Publishing Company, Bloomington, Illinois 61701, $19.95
5) Guidance Series Booklets,45 individual booklets, Science Research Associates, Inc., 259 East Erie Street, Chicago, Illinois 60611. Complete set $36.50. 1-24 copies $ 95 each, 25-49 copies $ .89 each
6) My Educational Plans, Harold Munson, Science Research Associates, $2.55
7) How To Be a Better Student, J. Wayne Wrightstone, Science Research Associates, $2.40
8) The Landscape Aide OE-87010
   Hotel-Motel Housekeeping Aide OE-85003
   Family Dinner Service Specialist OE 85007
   The Homemaker's Assistant OE-87008
   The Visiting Homemaker OE-87002
   Companion to an Elderly Person OE-87006
   These pamphlets are available from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402. $ .20 each
9) Housekeeping Management Assistant Manual for Training of the Mentally Retarded. Pamphlet available from Rehabilitation Research and Training Center, Texas Tech University, Lubbock, Texas 74909
10) Being a Housekeeping Aide, pamphlet available from Industrial Chemical Laboratories, Inc., 1015 North 14th Street, Omaha, Nebraska 68102
11) Waiter - Waitress: A Suggested Guide for a Training Course, No. 311.878, U.S. Department of Health, Education and Welfare, Office of Education, Washington, D.C.
12) Career Awareness, booklet available from Idaho State Board for Vocational Education, 506 North 5th Street, Boise, Idaho 83707
13) Building Custodian, pamphlet available from U.S. Department of Health, Education and Welfare, Manpower Development and Training Program, Office of Education, Columbus, Ohio

14) Manual for the Nurse's Aide, Evelyn L. Knoedler, booklet available from Delma Publishers, Mountain View Avenue, Albany, New York 12205
15) Dishwashing, Carol Troutman, pamphlet available from Vo-Tech Curriculum Library, Rutgers University, Building 4103, Kilmer Campus, New Brunswick, New Jersey
16) The Science of Housekeeping, Gina Tucker, pamphlet available from Institutions Magazine, 1801 Prairie Avenue, Chicago, Illinois 60616
17) Custodial Training, booklet available from Ohio Trade and Industrial Education Service, Division of Voc. Ed., State Department of Education, Columbus, Ohio
18) The Correct Maid for Hotels and Motels, pamphlet available from Ahrens Publishing Company, New York, New York
19) Auto Mechanic Program, booklet available from Idaho State Board for Vocational Education, 506 North 5th Street, Boise, Idaho
20) How To Get a Job
Preparing for Work
Guide to Job Placement of the Mentally Retarded
Booklets available from President's Committee on Employment of the Handicapped, Washington, D.C.
21) Employee's Handbook, booklet available from Department of Health, State of Idaho, Boise, Idaho
22) Important Interview Questions, booklet available from SEI, C Library, Clinical Services Building, University of Oregon, Eugene, Oregon

WORKBOOKS

23) Going Places with Your Personality, Charles Kahn, Robert Tong and Wing Jew, Fearon Publishers, Lear Siegler, Inc., Education Division, 6 Davis Drive, Belmont, California 94002
24) Getting a Job, Florence Randall, Fearon Publishers
25) In Your Family
In Your Community
In Your Country
Know Your Rights
Fearon Publishers
26) Developing Skills for Contemporary Living, Thompson Clayton, Fearon Publishing, $2.01
27) Time and Telling Time, Bertha M. Wiley
Eddie in School, Benjamin Piltch
You and Your World, Willetta Bolinger, $1.65
Money Makes Sense, Charles Kahn, Bradley Hanna
Using Dollars, Charles Kahn, Bradley Hanna
Working Makes Sense, Charles Kahn, Bradley Hanna
Fearon Publishers, $2.00 each

RESOURCE LIST CONTINUED

28) Service Station Attendant (Instructor's Book), Follett Publishing Company, Department DM, 1010 West Washington Boulevard, Chicago, Illinois 60607
29) Career Orientation and Social Skills

You and They
You Are Heredity and Environment
Taking Stock
You and Your Ideas
Getting That Job
You and Your Occupation
Keeping That Job
You and Your Pay
Paycheck
Retail Salesclerk - Yardgoods
Service Station Attendant
Head of Household
Follett Publishing Company, workbooks $ .90 each, instructor's books $1.65 each

30) Turner Career Guidance Series

Wanting a Job
Training for a Job
Starting a Job
Looking for a Job
Holding a Job
Changing a Job
Follett Publishing Company, workboosk $1.20 each, Teacher's Manuals $1.65 each

31) Follett Vocational Reading Series, Lillian Lerner

The Millers and Willie B, Butcher, Baker, Chef
Helen Green, Department Store Worker
John Leveron, Auto Mechanic
Marie Perrone, Practical Nurse
The Delso Sisters, Beauticians
Anita Powers, Office Worker
Follett Publishing Company

32) The Getting Along Series of Skills Workbooks, Thomas J. Mooney

Al Looks for a Job
From Tires to Teeth
A Job at Last
After School is Out
Money in the Pocket
Follett Publishing Company

RESOURCE LIST CONTINUED

33) Restaurants and Cafeterias
Supermarkets
Gas Stations
Herman Goldberg, Winifred Brumer, Syracuse University Press, Syracuse, New York
34) Readiness for Map Skills, A & B, Xeros Education Publications, Education Center, Columbus, Ohio 43216
35) Pre-Vocational Series

Start in the Right Direction
Finding and Holding a Job
Finding a Job Through the Newspaper
Choosing Your Job
Delmar Publishers, Box 5087, Albany, New York 12205, $1.05 each
36) Personal Development Series

Telephone Talk
Finding Your Way
Delmar Publishers, $1.05 each
37) Off to Work (book and workbook), Stanwix House, Inc., 3020 Chartiers Avenue, Pittsburgh, Pennsylvania 15204, book $4.30, workbook $ .95
38) Unemployment is Non-Cents
Everyday Business
Newspaper Reading
Better Living
Gary D. Lawson, Lawson Book Company, 9488 Sara Street, Elk Grove, California 95624, single copy $1.60, ten or more copies $1.50 each
39) Teenagers Prepare for Work, Books 1-4, 18623 Lake Chabot Road, Castro Valley, California, $1.95 each
40) Rights and Duties of Citizens, Books 1,2 and 3, Eileen L. Corcocran
Jobs from A to Z, Yvette Dogin
Getting and Holding a Job, Bernard Schneider
Family Life, Helen Prevo
Practice Material for Family Life, Helen Prevo (workbooks 1 and 2)
Foundations of Citizenship, Bernard Shawn
Frank E. Richard Publishing Company, Phoenix, New York
41) Discovering Yourself, Marjorie C. Cosgrove and Irma Unruk, Science Research Associates
42) Life Today, V.K. Williams
Target Mathematics for Everyday Living, Larry M. Parsky
A Good Worker, $2.50
Good Work Habits, Geneva Folsom
All About Jobs, Ken Tyson

RESOURCE LIST CONTINUED

CURRICULUM GUIDES

44) A Curriculum Guide for Teachers of the Educable Mentally Retarded, Herbert Goldstein and Dorothy Seigle, eds., Interstate Printers and Publishers, Inc., Danville, Illinois
45) REACH program Curriculum Guide, Roger Sathre, Vocational Special Needs, 506 North 5th Street, Boise, Idaho 83707
46) Introduction to Vocations for the Mentally Retarded, State of New Jersey, Department of Education, Division of Vocational Education, Trenton, New Jersey 08625
47) The Homemaker's Guide, Division of Special Education, Cincinnatti Public Schools, Cincinnatti, Ohio
48) Job Corps Occupational Training Program, U.S. Department of Labor, Manpower Administration, Washington, D.C.

FILMS, FILMSTRIPS, TAPES, KITS, RECORDS, GAMES

49) World of Work, tapes and student record booklets
    a. Kit 1 Getting a Job $133.00
    b. Kit 2 On the Job $229.50
    Mafex Associates, Inc., 111 Barron Avenue, Johnstown, Pennsylvania 15906
50) Interpersonal Communication, 2-part tape program, Mafex Associates, $26.50
51) Living in Your Community, kit of filmstrips, tapes, workbooks and transparencies, Mafex Associates, $240.00
52) "Steady Job", game, Mafex Associates, $8.95
53) I want a Job, 15 transparencies and workbook, Mafex Associates, $25.00
54) Target Vocational Transparencies, set of 35, Mafex Associates, $45.00
55) Job Interview, 5 filmstrips with cassettes, Mafex Associates, $74.00
56) Why Work Series, kit, Behavioral Research Laboratories,Box 577, Palo Alto, California
57) The Job Box, 70 8-page booklets on various jobs, Fearon Publishers, $45.00
58) Personal Finance Filmstrips

    Operating a Checking Account
    Balancing a Checking Account
    Getting a Loan
    Using Credit Cards
    Borrowing Wisely
    ESC Division/Tomahawk Corporation, 870 Northstream Line, Edmonds, Washington 98020, $60.00 each

59) Career Information Kit, 600 pieces of occupational literature, Science Research Associates, $246.00
60) Occupational Exploration Kit, Science Research Associates, $123.00
61) Job Family Series Booklets, Science Research Associates, $24.25
62) Job Experience Kit, John Krumboltz, Science Research Associates, $140.00
63) Work-Widening Occupational Roles Kit, 340 work briefs, Science Research Associates, $180.00
64) Career Development, filmstrip, tape, posters, guides, J.C. Penney Company, Educational Relations Department, local offices
65) Education for Occupations, filmstrips, records and tapes
    Working in a Service Station
    Working in a Supermarket
    Working in the Printing Industry
    Working in Food Services
    Working with Business Machines
    Working with Building Maintenance
    Working in Manufacturing
    Working in a Hospital
    Eye Gate House, 146-01 Archer Avenue, Jamaica, New York 11435, set $78.00 with cassettes, $76.00 with records
66) Are You Looking Ahead?, 10 captioned filmstrips and manuals
    How About Being an Electronics Assembler?
    Would You Like To Sell?
    Do You Like Flowers?
    Would You Like Hospital Work?
    Do You Love Animals?
    Do You Like Sports?
    How About Being a Key Punch Operator?
    Would You Like to Be a Cashier?
    set of 10 filmstrips $66.00, individual filmstrips $7.00
    Eye Gate House
67) Building Trade Workers, 10 filmstrips with records or tapes
    The Exterior Painter
    The Interior Painter
    The Finishing Carpenter
    The Concrete Block Layer
    The Plasterer
    The Sider
    The Brick Layer
    The Plumber
    The Roofer
    Eye Gate House, 10 filmstrips with cassettes $97.50, individual filmstrips $7.50

RESOURCE LIST CONTINUED

68) Career Exploration - Repair and Maintenance, filmstrips and tapes
Building Maintenance
Small Engine Repair
Motorcycle Repairman
Major Appliance Repairman
Heating and Air Conditioning Serviceman
Eye Gate House

69) The Beauty of You, 14 minute film on cleanliness and physical fitness
Hair--the English Way, 5 minute film on approach to good hair grooming
Personal Financial Planning: Wise Use of Credit, 22 minute film
To Life, With Love, 13½ minute film on role of personal financial security
Association - Sterling Films, 915 N.W. 19th Avenue, Portland, Oregon 97209. All films free

70) Misfit, 63 minute film on problems of a school dropout.
Gospel Films, Inc., P.O. Box 455, Muskegon, Michigan 49443. Free

71) Safety, Everybody's Business, 11 minute film on safety in industrial jobs
To Fall or Not To Fall, 9 minute film on on-the-job safety
Film Librarian, Public Relations and Advertising Department, Aetna Life and Casualty, Hartford, Connecticut 06115. Free

72) Food and Money, 17 minute film
Bread, 20 minute film on real-life money management of young people
You'll Earn It, 24 minute film on young people entering world of financial responsibility
Report to Consumers, 28 minute film showing interviews with various employers
What's So Special About Paper?, 28½ minute film on career guidance for the paper industry
Credit, 14 minute film
Good Looks, 15 minute film on good grooming for teenagers
Retailing: A Way of Life, 20 minute film on career guidance in retailing
Build a Better Life, 14 minute film on careers in the construction industry
Rewarding Careers in a Dynamic Industry - Agriculture, 26 minute film
Auto Mechanic: It's For You, 15 minute film
Modern Talking Picture Services, 1205 North 4th Street, Seattle, Washington 98103

RESOURCE LIST CONTINUED

73) Your Job: Finding the Right One, 13½ minute film
Your Job: Applying for It, 13½ minute film
Your Job: Fitting In, 16 minute film
Your Job: You and Your Boss, 16 minute film
Your Job: Good Work Habits, 13½ minute film
Your Job: Getting Ahead, 16 minute film
How To Read Newspapers, 13½ minute film
Personal Health for Girls, 11 minute film
Personal Hygiene for Boys, 11 minute film
Masculine or Feminine: Your Role in Society, 18½ minute film
Choosing a Job, 12 minute film
Applying for a Job, 13 minute film
Working Together, 12 minute film
Getting a Promotion, 14 minute film
Communicating with the Public, 12 minute film
Migrant Education Resource Center, 312 3rd Street South, Nampa, Idaho 83651, phone 467-3351

74) You Are Changing, 15 minute film on problems of adolescence
West Glen Films, 565 Fifth Avenue, New York, New York 10017

75) Careers in Cosmetology, film
National Career Center, 3839 White Plains Road, Bronx, New York 10467, free

76) Careers in Construction, 24 minute film
Dynamic Careers Through Agriculture, 28 minute film
Groundbreakers, 12 minute film on careers in heavy machinery operation
Suite 424, Southern Building, 1425 H Street N.W., Washington, D.C. 20005, free

77) The Story of Human Enterprise, film
Georgia-Pacific Corporation, 900 S.W. 5th Avenue, Portland, Oregon, free

78) Company Manners, 30 minute film
Motion Picture Bureau, Department of Public Relations, Union Pacific Railroad, 1416 Dodge Street, Omaha, Nebraska 68102, free

INTRODUCTION

UNIT: *Filling Out Forms*

The purpose of this unit is to help the student become familiar with the most common forms she/he will encounter in the world of work.

It is not expected that all students in the handicapped category will be able to fill out all of these forms, but that they know their purpose, the main vocabulary, and the usual procedure to follow in filling them out. Students in the disadvantaged category should know the same and should probably be able to completely fill out the forms in most cases.

Students should be made aware that how well you fill out the first form has a great deal to do with the impression you make on the employer, personnel manager, employment office, etc.

If a student is unable to read or to remember the words, she/he should know how to ask pertinent questions to assist him/her in getting the forms filled out.

Students who are less capable should also be taught to carry with them their personal data sheet, a list of references, their schooling history, and any items they have difficulty remembering. This will save them embarrassment and help them make a better impression.

Teachers are urged to gather samples of forms from various places to use as examples for the students.

Although the objectives indicate that the student will fill out the form, the teacher will keep in mind that how much the student is able to do is dependent on his/her abilities, especially reading and memory ability.

All Forms
Triplicate
Form

PRE/POST TEST /H/ /D/

UNIT: *Filling Out Forms*

1. Give the student an application for Social Security card and duplicate. Ask the student to fill out as much of the application as she/he can independently. Make notations on those areas where the student needs aid and where areas of frustration are noticed.
2. Have the student fill out a tax withholding form. If necessary, explain what the form is. Make notations on vocabulary difficulties and frustration points.
3. Have student read list of terms that is attached to this test. Note which ones she/he doesn't know so they can be taught.
4. Have the student fill out a Department of Employment job application form. Make notation of areas of difficulty.
5. Have student prepare a personal data sheet, explaining what areas should be included. For more capable students, have them prepare a more sophisticated resume.
6. Ask: When would you need to apply for a loan?
7. Ask: What are some of the things you might be asked on a medical history form?
8. Do you print or write on most forms?
9. Write and print your name.
10. Write your social security number.
11. Name 2 places where you could get a money order.
12. True or False, Money orders can be obtained free?
13. Why would you get a money order?

UNIT: *Filling Out Forms*

LESSON: *Application for Social Security Card*

BEHAVIORAL OBJECTIVES:

1. The student will fill out an application for a Social Security Card.

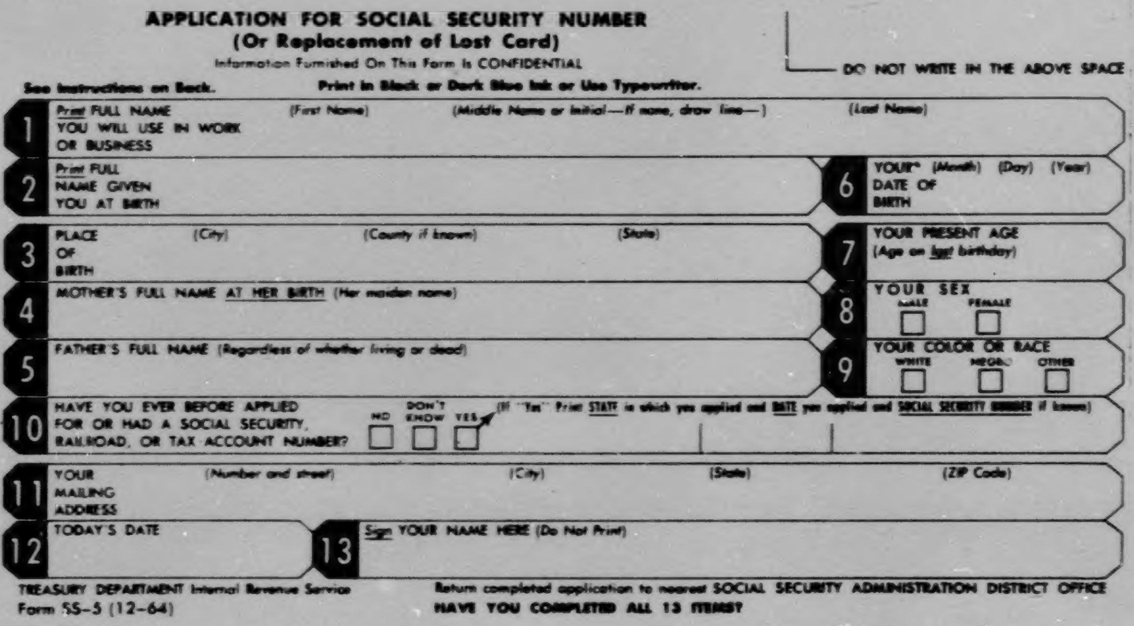
CONTENT:

1. Where to get the applications.
2. Why and when you need a social security card.
3. Vocabulary on the application.
4. Filling out the form.
5. Where to send the form.
6. When you get your card and what to do with it.

LEARNING ACTIVITIES:

1. Visit local employment office or social security office to pick up applications. Person at social security office can talk to students about social security cards and why one is needed.
2. Put application form on a transparency for use on a overhead and go over the vocabulary.
3. Go over directions on back of application.
4. Practice filling out forms.
5. Have students practice memorizing their social security number, drawing attention to the 3-digit, 2-digit, 4-digit form. Display a check sheet for checking off who has memorized his/her number.

RESOURCES: #1, #3, #4, #20a,b,#21, #24, #29e,f,h,i,#30a,d,e,#32a,#35b,d, #37, #38a, #39, #40d, #41c,d,#43d,e,#53,#62,#64,#731



APPLICATION FOR SOCIAL SECURITY NUMBER
(Or Replacement of Lost Card)
Information Furnished On This Form Is CONFIDENTIAL

DO NOT WRITE IN THE ABOVE SPACE

See Instructions on Back. **Print in Black or Dark Blue Ink or Use Typewriter.**

1 Print FULL NAME YOU WILL USE IN WORK OR BUSINESS (First Name) (Middle Name or Initial—If none, draw line—) (Last Name)

2 Print FULL NAME GIVEN YOU AT BIRTH

6 YOUR* (Month) (Day) (Year) DATE OF BIRTH

3 PLACE OF BIRTH (City) (County if known) (State)

7 YOUR PRESENT AGE (Age on last birthday)

4 MOTHER'S FULL NAME AT HER BIRTH (Her maiden name)

8 YOUR SEX MALE ☐ FEMALE ☐

5 FATHER'S FULL NAME (Regardless of whether living or dead)

9 YOUR COLOR OR RACE WHITE ☐ NEGRO ☐ OTHER ☐

10 HAVE YOU EVER BEFORE APPLIED FOR OR HAD A SOCIAL SECURITY, RAILROAD, OR TAX ACCOUNT NUMBER? NO ☐ DON'T KNOW ☐ YES ☐ (If "Yes" Print STATE in which you applied and DATE you applied and SOCIAL SECURITY NUMBER if known)

11 YOUR MAILING ADDRESS (Number and street) (City) (State) (ZIP Code)

12 TODAY'S DATE

13 Sign YOUR NAME HERE (Do Not Print)

TREASURY DEPARTMENT Internal Revenue Service
Form SS-5 (12-64)

Return completed application to nearest SOCIAL SECURITY ADMINISTRATION DISTRICT OFFICE
HAVE YOU COMPLETED ALL 13 ITEMS?

TARGET POPULATION /E/ /D/

UNIT: *Filling Out Forms*

LESSON: *Personal Data Sheet or Resume*

BEHAVIORAL OBJECTIVES:

1. The student will prepare a personal data sheet and/or resume.

CONTENT:

1. Purpose of a personal data sheet.
2. Information contained on personal data sheet.
3. Preparation of personal data sheet.

LEARNING ACTIVITIES:

1. Show students examples of personal data sheets and explain how they are used when applying for a job.
2. Make a list of items contained on a personal data sheet and put on large poster. Have students practice filling in each one, such as name, address, etc.
3. Make up some forms on data sheets and have students fill them in.
4. For students who are able, have them prepare their own personal data sheet.

RESOURCES:

#1, #3, #4, #20a,b, #21, #29e, #30a,d, #32a, #35a,c, #37, #38a, #39, #40d, #41c, #43e, #44, #49a, #53, #54, #62, #73a,b,k,l

TARGET POPULATION /H/ /D/

UNIT: *Filling Out Forms*

LESSON: *The Job Application*

BEHAVIORAL OBJECTIVES:
Student Will:
1. Fill out a job application form.
2. Receive an 80% score on a test of words found on the employment application.

CONTENT:
1. When are you asked to fill out a job application form.
2. Types of employment applications.
3. How the Department of Employment uses job application forms.
4. Terms used on job application forms.
5. Filling out the job application form.

LEARNING ACTIVITIES:
1. Introduce the Department of Employment job application. Explain what they are and how the Department of Employment uses them.
2. Introduce employment applications from several places in the community. Have students compare them, listing differences and similarities.
3. Visit employment office and have person speak to the students on filling out the employment application and how the department uses them.
4. Make flash cards of words used on employment applications. Divide into teams and see which team can identify the most words.
5. Make individual applications and practice filling them out, first as a group and then individually.

RESOURCES:

#1, #3, #4, #20a,b, #24, #29e, #30a,d, #32a, #35b,c,d, #37, #38a, #39, #40d, #41c, #43e, #44, #45, #53, #54, #62, #64, #73a,b,k,l

SAFEWAY STORES, INCORPORATED

APPLICATION FOR EMPLOYMENT

AN EQUAL OPPORTUNITY EMPLOYER

It is understood that applicant, by presenting this application for employment, represents that the statements given by applicant of the information requested in this application are true, correct and complete, and that any false, misleading or incomplete statement of the information requested in this application shall be sufficient grounds for discharge from employment. Applicants must re-apply at least once every two months to remain under consideration for employment.

NO EMPLOYEE, APPLICANT, OR CANDIDATE FOR PROMOTION, TRAINING OR OTHER ADVANTAGE (SHIFT SCHEDULING, PREMIUM-PAY WORK; VACATION SCHEDULING AND ANY OTHER EMPLOYMENT ACTIVITY) SHALL BE DISCRIMINATED AGAINST (OR BE GIVEN PREFERENCE) BECAUSE OF RACE, COLOR, RELIGION, SEX, AGE, OR NATIONAL ORIGIN.

PLEASE READ CAREFULLY — **- PRINT CLEARLY -** — **ANSWER ALL QUESTIONS**

Date Completed ______________________

Name in Full ______________________
(Last) (First) (Middle) U.S. Soc. Sec. #-Canada U.L.C. #

Address ______________________
(Number & Street) (City) (State) (Zip Code) (Telephone)

How long have you lived at this address? ______________________ How long have you lived in this area? ______________________

Applying for Job as: ______________________ Full-Time ☐ Part-Time ☐ Date Available ________ Number of years Experience ________ Salary/Wage Expected ________

PERSONAL INFORMATION

Male ☐ Female ☐ Date of (mo.-day-year) * Birth Weight ________ Height Hair Color ________ Eyes Color Marital Status No. of years Married

Husband's or Wife's name Maiden Name Occupation of Spouse? (or Parent if Single) Employer? ______________________

Renting ☐ Buying ☐ Live with Parents or Relatives ☐ ☐ Names and ages of Minor Children ________ ________ ________

Citizen of U.S.? What Foreign languages do you speak fluently?

Hobbies Civic Activities
(Do not list any group or activity which indicates Race, Religion or National Origin)

Have you any Relatives Employed by Safeway? Yes ☐ No ☐ If yes, give Names, Relationship and Position Location

Have you ever applied to Safeway for work or worked for Safeway or its subsidiaries or affiliates? Where? ______________________
When? Position held? Reason for leaving?

Have you ever been Bonded? Yes ☐ No ☐ Have you ever been refused Bond? Yes ☐ No ☐ If "Yes" explain

Have you ever been convicted of or pleaded guilty to a criminal charge (omit non-moving traffic violations)? If "Yes" give date, name and place of court, kind of penalty imposed.

PHYSICAL INFORMATION

Ever have trouble with Feet or Back? List Physical Defects

Any Serious Illnesses or Injuries in past 5 years?

Have you been under Doctors care during past 5 years? Have you been Hospitalized?

List Major Surgery and Dates Previous Workman's Compensation Claims? Yes ☐ No ☐

List Office Machines you can operate

Typing Speed ________ Summarize briefly other work experience, skills, training or qualifications. ______________________

Shorthand Speed ________ ______________________

IN CASE OF EMERGENCY NOTIFY:

Name ______________________ Address ______________________ Telephone ________

* - The [illegible] prohibits discrimination on the basis of age with respect to individuals who are at least 40 but less than 65. Date of birth is requested to assure compliance with law and/or eligibility for Company benefit program.

Interviewer ______________________ Date ______________________

(Interviewers Comments should be shown on Form No. 1107)

APPLICATION FOR EMPLOYMENT
Form No. 1103 (Rev. 10-68)32

PLEASE SEE REVERSE SIDE

F-50

EDUCATION

SCHOOLS	DATES ATTENDED From	DATES ATTENDED To	NAME OF SCHOOL	ADDRESS	GRADUATE OR DEGREE?
Grade					
High					
College University					
Business or Technical					
Other					

RECORD OF U.S. MILITARY AND RESERVE STATUS

Service Dates From To	Branch	Rate or Rank	Type of Discharge	Serial No.

Special Training

Are you receiving military Disability Pay? Yes ☐ No ☐ If so, how much and for what?

Present Classification	Reserve Unit	Active or ☐ Inactive ☐ If Active, meeting dates, including Summer

PREVIOUS EMPLOYMENT

(Give a complete record of all employment and reasons for periods unemployed during past ten years. Start with most recent employment.)

LATEST EMPLOYMENT FIRST From MONTH	From YEAR	To MONTH	To YEAR	EMPLOYER'S NAME AND ADDRESS (No. & Street, City, Zip Code, State)	LAST SALARY/WAGE AND POSITION(S) HELD	REASON FOR LEAVING Explain	Verification
				1. Employer Address	Salary $ Per Position		
				2. Employer Address	Salary $ Per Position		
				3. Employer Address	Salary $ Per Position		
				4. Employer Address	Salary $ Per Position		
				5. Employer Address	Salary $ Per Position		
				6. Employer Address	Salary $ Per Position		

REFERENCES (PERSONAL) OTHER THAN RELATIVES

NAME	ADDRESS (Street – City – State)	OCCUPATION

BUSINESS ORGANIZATIONS WITH WHICH YOU HAVE ESTABLISHED CREDIT

NAME OF COMPANY	ADDRESS	ACTIVE OR INACTIVE?

FINANCIAL INFORMATION

Type of Insurance you have in Force:

Life ☐
Auto ☐
Annuity ☐
Accident ☐
Health ☐
Hospitalization ☐

If you possess any of the following please check:

Checking Account ☐
Savings Account ☐
Stocks ☐
Disability Pension ☐
Real Estate ☐
Pension ☐
Interest in other business ☐

SAMPLE: DAILY LESSON PLAN

UNIT: *Filling Out Forms*

LESSON: *The Job Application - Terms Used*

LEARNING ACTIVITIES:

1. Show job application on opaque projector-go over each term, explain meaning, encourage students to ask questions.
2. Have each student make himself or herself a set of flash cards of each work on the employment application.
3. Have each student practice flash cards with another student.

TOOLS AND EQUIPMENT:

opaque projector
screen

SUPPLIES:

paper tag board
pencils/pens
scissors

SAFETY:

VOCABULARY:

All words used on employment application. List is attached.

MATH:

FILLING OUT FORMS - VOCABULARY

Name: First Middle Last
Permanent Address
Area Code
Zip Code
Telephone Number (Tel. No.)
Age
Date of Birth
Birthdate: Month Day Year
Sex: Male Female
Height: Feet (Ft.) Inches (In.)
Weight: (lbs.)
Marital Status: Single Married Widowed Separated
Divorced
Spouse's Name
Children
Parents: Mother Father
Maiden Name
Health: Good Fair Poor
Illnesses
Physical Disability: Describe
Emergency: Notify Case
Educational
Elementary High School College
From - To - Date attended
Other Training
Type of Diploma
Experience
Previous Jobs Held
Employer
Business
Duties
Title
Position
Length of time
Salary
Per
References
Relation
Responsibilities
Prefer
Former Employers
Reason For Leaving
Description
Citizen U.S.
Social Security Number
Veteran
Branch of Service
Wife Husband

Dependents
Color of Hair
Color of Eyes
Print Clearly
Signature
Available
Mr. Mrs. Miss
Apartment
Rural
Union Member
Religion
Race

TARGET POPULATION /H/ /D/

UNIT: *Filling Out Forms*

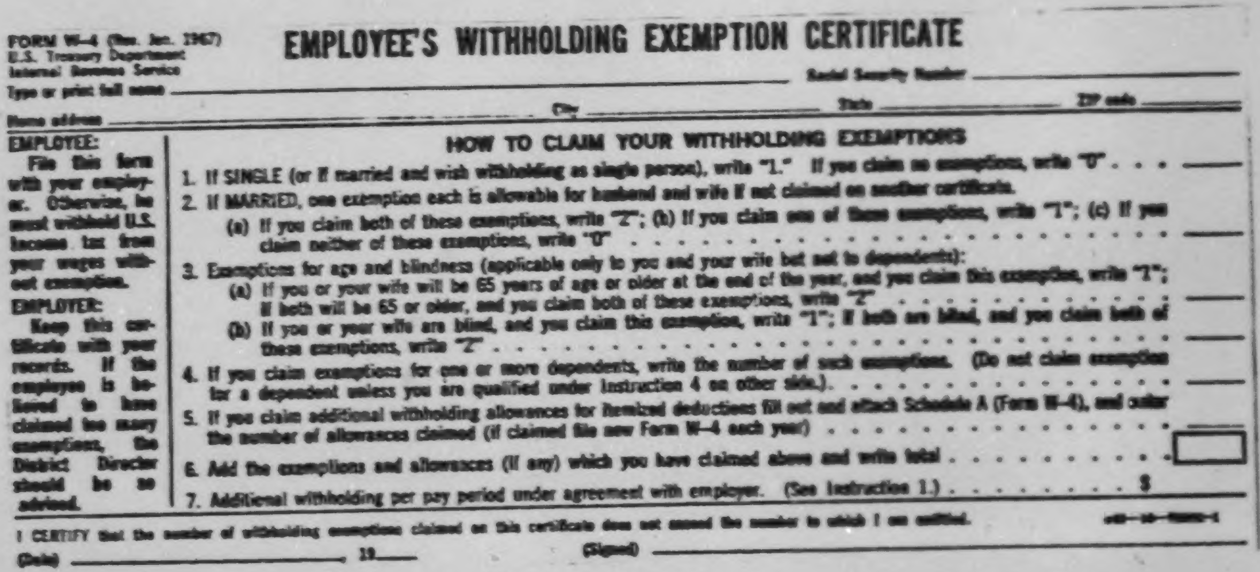
LESSON: *W-4 Forms*

BEHAVIORAL OBJECTIVES:
The student will fill out a Withholding Exemption Certificate.

CONTENT:
1. What is withholding tas; why do we have it; who pays it?
2. When are you asked to fill out a W-4 form.
3. Deciding on number of exemptions to claim.

LEARNING ACTIVITIES:
1. Ask an employer to talk to students on filling out a W-4 form when you apply for a job.
2. Discuss how much money is withheld depending on how many dependents you claim, and how this affects what you pay on your income tax at the end of the year.
3. Discuss with students what withholding tax is, why we have it, who pays it?
4. Project large form on screen and give each student a smaller copy. Discuss directions on the form and vocabulary.
5. Practice filling out forms.

RESOURCES: #3. #4, #20b, #24, #37, #38a, #39, #40d, #41c, #43e, #53, #64



FORM W-4 (Rev. Jan. 1967)
U.S. Treasury Department
Internal Revenue Service

EMPLOYEE'S WITHHOLDING EXEMPTION CERTIFICATE

Type or print full name ______ Social Security Number ______

Home address ______ City ______ State ______ ZIP code ______

EMPLOYEE: File this form with your employer. Otherwise, he must withhold U.S. income tax from your wages without exemption.

EMPLOYER: Keep this certificate with your records. If the employee is believed to have claimed too many exemptions, the District Director should be so advised.

HOW TO CLAIM YOUR WITHHOLDING EXEMPTIONS

1. If SINGLE (or if married and wish withholding as single person), write "1." If you claim no exemptions, write "0" . . . ______
2. If MARRIED, one exemption each is allowable for husband and wife if not claimed on another certificate.
   (a) If you claim both of these exemptions, write "2"; (b) If you claim one of these exemptions, write "1"; (c) If you claim neither of these exemptions, write "0" . . . ______
3. Exemptions for age and blindness (applicable only to you and your wife but not to dependents):
   (a) If you or your wife will be 65 years of age or older at the end of the year, and you claim this exemption, write "1"; if both will be 65 or older, and you claim both of these exemptions, write "2" . . . ______
   (b) If you or your wife are blind, and you claim this exemption, write "1"; if both are blind, and you claim both of these exemptions, write "2" . . . ______
4. If you claim exemptions for one or more dependents, write the number of such exemptions. (Do not claim exemption for a dependent unless you are qualified under Instruction 4 on other side.) . . . ______
5. If you claim additional withholding allowances for itemized deductions fill out and attach Schedule A (Form W-4), and enter the number of allowances claimed (if claimed file new Form W-4 each year) . . . ______
6. Add the exemptions and allowances (if any) which you have claimed above and write total . . . ☐
7. Additional withholding per pay period under agreement with employer. (See Instruction 1.) . . . $ ______

I CERTIFY that the number of withholding exemptions claimed on this certificate does not exceed the number to which I am entitled.

(Date) ______, 19___ (Signed) ______

TARGET POPULATION /H/ /D/

UNIT: *Filling Out Forms*

LESSON: *Weekly Employment Record or Time Card*

BEHAVIORAL OBJECTIVES:
1. The student will fill out a time card for one week.

CONTENT:
1. What time cards are for.
2. Who has to fill out a time card.
3. How to fill out a time card.

LEARNING ACTIVITIES:
1. Ask one of the students who is working or who has worked to bring in the time card that she/he has to fill out and discuss it with the class.
2. Show students various types of time cards and employment records and how to fill them out.
3. Give students various problems with work and time designated and have them fill in the time cards, the number of hours worked, and the money earned.
4. Ask someone such as director of maintenance to speak to the students on the importance of filling out time cards correctly and having them in on time.

STUDENT LEARNER'S WEEKLY EMPLOYMENT RECORD

From________________ To_______________ 19___

NAME_____________________________________ EMPLOYING FIRM____________________

STORE OWNER OR SPONSOR____

Day	Department	Hours Worked	Total Hours	Rate	Total Earnings
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					
Saturday					
Sunday					
TOTAL FOR WEEK					

A. Summarize your work experience for this week:
B. Describe any new jobs, methods or procedures that you learned on the job this week:
C. Describe any mistakes you made this week and how they were handled:
C. Describe the most interesting experience or incident you had this week:
E. Describe any problems encountered on the job that you would like more help with or would like to discuss in class:
F. Suggest ways to improve (a) on-the-job experience, (b) class activities and procedure:

RESOURCES: **#3, #4, #21, #24, #27c, #29f,g,h,i, #30e, #32e, #35b, #37, #39, #40d, #41b,d, #43c,d,e, #49b, #51, #53, #62, #64**

TARGET POPULATION /H/ /D/

UNIT: *Filling Out Forms*

LESSON: *Medical History Form*

BEHAVIORAL OBJECTIVES:
Student Will:
1. Tell the purpose of a medical history form.
2. Fill out a medical history form.

CONTENT:
1. Purpose of medical history form.
2. Information contained on medical history form.
3. Where to get medical history information if you don't know it.
4. How to fill out medical history form.

LEARNING ACTIVITIES:
1. Discuss with students the times when a person might be asked to fill out a medical history. Students who have experienced filling out the form or being asked the questions may want to relate their experiences.
2. Go over items on the form, discussing the meaning of each one. Students may want to do some activities in class, such as determining height and weight.
3. Students will need to ask parents about vaccinations, diseases, etc. Encourage them to fill out a card to carry in their purse or billfold, giving dates of inoculations and history of any diseases.
4. Practice filling out the form.
5. Have students practice asking one another the questions on the form, so that if they are unable to fill it out, they will at least know the answers to the questions.
6. Practice drill on the vocabulary found on the medical history form.

RESOURCES:

#3, #38b, #39, #40d, #41c, #46, #62, #73b,k,l

MEDICAL HISTORY

1. NAME *(Please print)* ____________________
LAST MIDDLE FIRST

2. ADDRESS ____________________
STREET AND NUMBER CITY STATE

3. DATE OF BIRTH ____________ 4. PLACE OF BIRTH ____________
MONTH DAY YEAR CITY STATE

5. HEIGHT ______ ft. ________ in. 6. WEIGHT ________

7. CHECK ONE OF THE FOLLOWING: SINGLE _____ ENGAGED ______ MARRIED ______

DIVORCED ____ WIDOWED ______ SEPARATED ____

8. Are you now or have you been under medical care within the past year? ____ If so, describe the kind of medical care you are receiving or did receive. ____________________

9. Do you know of any physical disorder which might prevent you from taking part in strenuous work activity? ____________________

10. Are you now or have you ever been under the care of a psychiatrist? ____ If so, describe the kind of psychiatric care which you are receiving or did receive. ____________________

11. Have you ever had a major operation? _____ If so, describe it. ____________________

12. Have you ever had any broken bones? ______ If so, tell what bones were broken and how. ____________________

13. Are the following in satisfactory condition: (Answer yes or no)

SKIN ______ HEAD-NECK ______ NOSE-SINUSES _____ HEART ______

EARS ______ EYES ______ LUNGS ______ ABDOMEN ______

SPINE ______ TEETH-GUMS ______ FEET ______

14. Have you been protected by inoculation or vaccination against

DIPHTHERIA _____ WHEN _____ SMALL POX _____ WHEN ______

POLIO ______ WHEN _____ THPHOID ______ WHEN ______

15. Are you subject to (Answer yes or no)

HEADACHES ______ FAINTING SPELLS ______ TONSILITIS ______

16. Have you had (Answer yes or no)

Hay Fever ____
Measles ____
Mumps ____
Chicken Pox ____
Diphtheria ____
Scarlet Fever ____
Epilepsy ____

Skin Rashes ____
Infantile Paralysis ____
Pneumonia ____
Asthma ____
Eye Trouble ____
Sinus Trouble ____
Allergies ____

Joint Pains ____
Typhoid Fever ____
Heart Trouble ____
Ear Trouble ____
Diabetes ____
Drug Reactions ____
Nosebleeds ____

APPLICANT'S SIGNATURE ____________________

TARGET POPULATION /H/ /D/

UNIT: *Filling Out Forms*

LESSON: *Signature Card for Checking or Savings Account*

BEHAVIORAL OBJECTIVES:
Student Will:
1. Tell what information is included on a signature card.
2. Fill out a signature card for checking/savings account.

CONTENT:
1. Purpose of signature card for checking/savings account.
2. Information contained on signature card.
3. Filling out a signature card.

LEARNING ACTIVITIES:
1. Visit bank and simulate applying for a checking or savings account. Have someone explain the purpose of the signature card and what information it contains.
2. Show students copies of signature cards and go over information contained on them.
3. Practice filling out signature cards.

____ Mr.
____ Mrs.
____ Miss
(Please sign here)

Home Address
Tel. No.
Business Occupation
Business Address Tel. No.
References or
Former Bank Account ____
Next of Kin -- Name ____
Address ____

Date Opened ------------- Acct. Opened By ----------- Initial Deposit $------------

RESOURCES:

#27d, #32e, #38a,b, #43b, #44, #45, #51, #58a,b, #64, #69c,d, #72a,b,c

TARGET POPULATION /H/ /D/

UNIT: *Filling Out Forms*

LESSON: *Application for Credit*

BEHAVIORAL OBJECTIVES:
The student will fill out an application form for credit.

CONTENT:
1. What credit is.
2. Who may apply for credit.
3. Places in the community which give credit.
4. Applying for a credit card.
5. Filling out the Credit application form.

LEARNING ACTIVITIES:
1. Discuss the concept of credit and who may apply for credit. Give examples of types of credit the teacher may have and experiences the teacher has had.
2. Discuss credit rating.
3. Make a list as a class of places in the community which give credit and up to what amount.
4. Obtain credit application forms from several business and go over them with students.
5. Let students practice filling out the credit application form.

RESOURCES:

#3, #27d, #38b, #44, #45, #51, #53, #58d, #69c,d, #72a,b,c,f

TARGET POPULATION /H/ /D/

UNIT: *Filling Out Forms*

LESSON: *Application for Bank Loan*

BEHAVIORAL OBJECTIVES:

1. The student will list or tell 3 reasons why he/she might need to apply for a bank loan.
2. The student will fill out an application for a bank loan.

CONTENT:

1. Reasons for needing a bank loan.
2. Types of bank loans available.
3. Types of interest.
4. Where to go for a bank loan and whom to talk to.
5. Filling out application for a bank loan.
6. Legalities involved if payments aren't kept up on loan.

LEARNING ACTIVITIES:

1. Have students discuss and make list of reasons why a person might need a bank loan at any time during his/her life.
2. Ask bank loan office to speak to group on reasons for getting a loan, how to apply for a loan, types of loans, and what you need to do on the application (bank fills in most of the information).
3. For students who are able, firgure interest problems on various types of loans.
4. Visit a bank or banks to observe where to find the loan offices.
5. Go over loan application, pointing out the part the bank will fill out and the parts the applicant will need to fill out or will need to have information about.
6. Practice filling out parts of the application.
7. Ask a collections officer to speak on the legalities involved when a person fails to make payments on a loan.

RESOURCES:

#27d, #38, #43b, #44, #45, #51, #58c, #69c,d, #72b,c

UNIT: *Filling Out Forms*

LESSON: *Motor Vehicle Accident Report Form*

BEHAVIORAL OBJECTIVES:

Student Will:

1. Tell when you are required to fill out a motor vehicle accident report in Idaho.
2. Fill out a motor vehicle accident report.

CONTENT:

1. When you must fill out a motor vehicle accident report form.
2. Information required on motor vehicle accident report form.

LEARNING ACTIVITIES:

1. Read in driver's manual about conditions under which you must report an accident (those resulting in injury to or death of any person, or total property damage to an apparent extent of $50.00 or more, within 5 days of the accident).
2. Invite a policeman to talk to the group about reporting accidents and to go over the filling out of the form.
3. Project form on opaque projector and go over in detail with students.
4. Obtain films on traffic accidents from Motor Vehicle Division in State Capitol so students can see examples of accidents and determine how they should be reported on the accident report form.
5. Obtain copies of accident form from local driver's license bureau to test students for final exam, giving them a simulated accident.

RESOURCES:

State Driver's Manual

TARGET POPULATION

UNIT: *Filling Out Forms*

LESSON: *Money Orders*

BEHAVIORAL OBJECTIVES:

Student Will:

1. Name or list 2 places where she/he could obtain a money order.
2. Fill out a money order form.

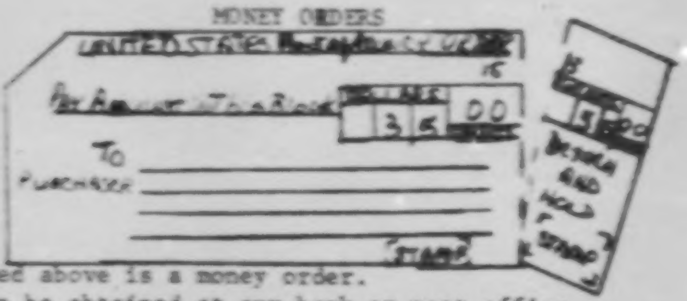
CONTENT:

1. What is a money order.
3. How to fill out a money order.

LEARNING ACTIVITIES:

1. Discuss the main places where you could purchase a money order, such as a bank or a post office.
2. Visit the bank or post office and show students how you would obtain a money order. A postal employee may explain it to the students.
3. Explain to students when you would use a money order, and that a small fee is charged by the bank or post office for preparing the money order.
4. Make copies of money orders and have students practice filling them out.

MONEY ORDERS



The form pictured above is a money order.
Money orders can be obtained at any bank or post office.
Money orders are often used by persons who do not have checking accounts.
For example, you may wish to send $35.00 to Don Burns.
You give the bank teller $35.00 in the boxes provided on the car and stub. (See above)
The bank teller will then stamp both the card and stub and give them to you.
Where it says, "to," you write Don Burns.
Where it says "Purchaser," you write your name.
You write your street or route number on the next line.
You write your city and state on the next line.
You tear off the stub and write Don Burn's name and address on the back of it.
You keep the stub and mail the card to Don Burns.
The stub may be presented to the same bank as proof of your payment.
I fill in the above money order to Don Burns.

RESOURCES: #25b, #26, #27d, #38b, #43b

INTRODUCTION

UNIT: *Money Management*

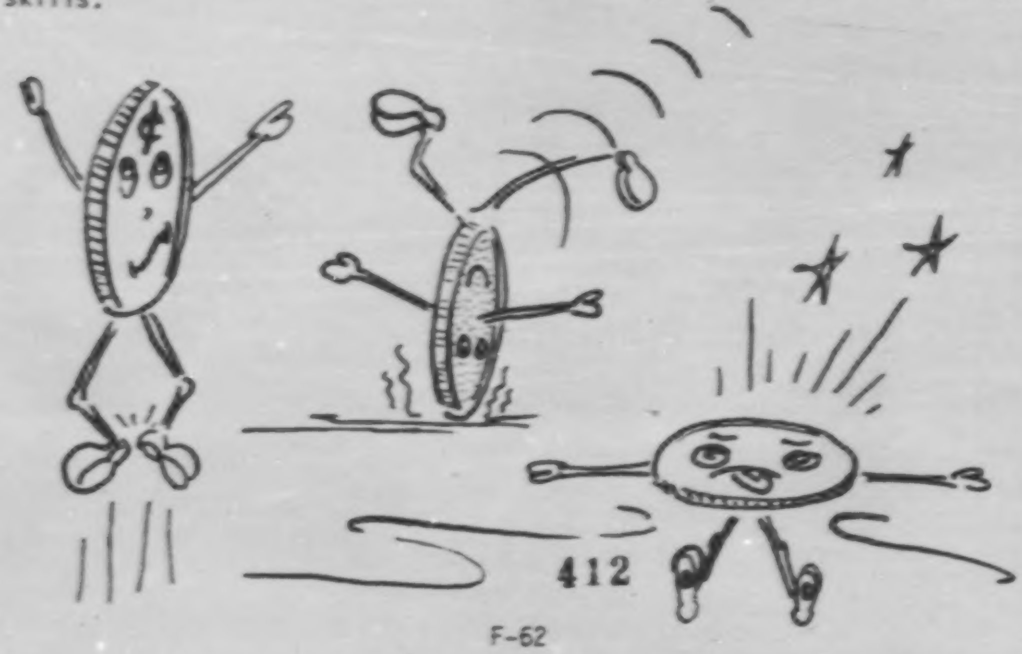
The young adults in pre-vocational work need a meaningful unit on money to assist them in the work world. Exposure to this type of educational material is essential if they are to accept their positions in life. A happy and productive citizen is that individual who can successfully and independently manage his/her own financial living problems.

As the student progresses through this unit, s/he will have to sharpen mathematical skills and understanding. To help the student do this, it is suggested that the course material, consisting of 7 lessons, be introduced during the first year and followeded up intensively the second year. The students' comprehension will be reinforced and weaknesses which appear can constitute the bulk of instruction the second year.

A sequential introduction to the units has been established to emphasize the complexity of the subject matter and the importance of acquiring this knowledge in order to have independent living experiences.

The checking unit (under Banking) should be taught with extreme care and emphasis placed on the penalties for overdrafts, insufficient funds and a lack of a checking account.

An assessment sheet is included so that each student may be evaluated as skills are acquired. It should be used too as a guide when a student transfer from one region to another. It is hoped that this will help to hone the work habits and comprehension of the student for living skills.



PRE/POST TESTS

UNIT: *Money Management*

LESSON: *The Value of Money*

1) Show each student coins and a one dollar bill. Record on an assessment chart the units of currency known by name and by value. It is essential that real money be used to make the assessment valid.
2) Ask the students to answer the following, either verbally, written or by drawing coins on the answer sheet.

    a. 2 dimes and 1 nickle = ________
    b. 5 pennies = ________
    c. 4 quarters = ________
    d. 5 dimes and 2 quarters = ________
    e. 5 dimes = ________
    f. 2 nickles and 15 pennies = ________
    g. 3 quarters = ________
    h. 20 nickles = ________
    i. 3 nickles, 1 dime and 1 quarter = ________
    j. 2 half dollars = ________

3) Ask the students count out the following amounts:

    a. $1.00
    b. $5.00
    c. $10.00
    d. $ .87
    e. $11.57
    f. $ .54
    g. $ .63
    h. $1.76
    i. $3.91
    j. $6.16

4) From a money box, have each stu-ent take $25.00 and ask him to go to the store and purchase store items. He must figure his total, which is not to exceed $25.00, and the change he will receive. Do this 5 times.

LESSON: *Payroll*

1) Show the student a drawing of a typical payroll check. Ask the student to point out: total wage earned, total amount of take-home pay, federal tax deduction, social security deduction.
2) Student must explain difference between take-home pay and wages.
3) Fill in the answers (oral or written):
    a. Net pay is ________ pay.
    b. F.I.C.A. is ________.
    c. Money taken from your pay for taxes is called ________.
    d. State Inc. Tax is State ________ Tax.
    e. Money saved for when you are too old to work is called ________ money.

LESSON: *Daily Budgeting*

Administer orally.

1) What is a budget?
2) Do you keep one?
3) List the things on which you need to spend money every week.

LESSON: *Budget - Household Plan*

This test is divided into 3 parts which are coordinated with learning experiences from the lesson. Do not give all 3 parts at one time (unless student passes each part on the first try). Parts I and II are to be given orally to individuals; Part III has instructions to be given orally but student will write responses on an answer sheet.

Part I

1) The money a person receives is called "income". Each person must decide how s/he will spend this money. What are 3 important things each person must think about before s/he decides how to spend his/her money?
2) Think about money and tell what the following words mean:
   a. budget
   b. need
   c. want
   d. expenses
   e. goals
   f. responsibility
   g. monthly

   (6 out of 7 answers must be satisfactory to pass this section)

Part II

1) Expenses are bills or payments that we much pay with the money we have. What do you think the expressions "fixed expenses" and "flexible expenses" mean?
2) Think of 2 reasons why it is important to know what your fixed expenses and flexible expenses are before you start to spend your money.

   (both questions must be answered satisfactorily to pass this section)

Part III

Give each student a copy of the Student Test Sheet. Student will follow on paper as teacher reads (or plays a tape recording) the problems. The students will place answers on the test sheet.

PRE/POST TESTS CONTINUED

LESSON: *Budget - Comparative Buying*

1) Name some things which you need.
2) Name some things you buy which you don't really need.
3) How can you decide if you need something or not?
4) One store sells a can of corn for 39¢. Another store sells two cans for 77¢. Which store has the better buy? Why?
5) What is a "luxury"?

LESSON: *Banking*

1) Do you have a checking account?
2) Where would you go to open one?
3) Write your name on a slip of paper.

(If student has a savings or a checking account, it is suggested that you advance to Objective II - Checking)

Objective II:

1) The bank I would go to is ______________.
2) To sign or to endorse a check my name would be __________.
3) Complete a check giving the following information: today's date, "For Mountain Bell", $12.62, your name

LESSON: *Banking - Monthly Statements*

This section should be left until the end of the course. It seldom would be taught to the handicapped or retarded student as a good deal of mathematical skill is required.

Use old statements. Student must identify:
1) Deposit
2) Cancelled check
3) Remaining balance
4) Check book entries versus cancelled checks

LESSON: *Banking - Savings*

Administer orally to individuals in a private setting.

1) Tell 2 advantages of saving money from each pay envelope or pay check that you receive.
2) If you do decide to save some money each pay period, where do you think is the safest place to put it?
3) Tell me 3 advantages of saving your money in a very safe place or in a bank.
4) Fill in a sample deposit slip (show example on board).

TARGET POPULATION /E/ /D/

UNIT: *Money Management*

LESSON: *Budgeting*

BEHAVIORAL OBJECTIVES:

The student will:

1) be able to make a budget for his/her own use.
2) have learning experiences that will enable him/her to handle a situation similiar to that of a beginning single worker and to plan a household budget.
3) be able to demonstrate ability in comparative buying and in determining what is a "good buy".
4) be able to explain the dangers of impulse buying and be able to explain the difference between necessities and luxuries.

CONTENT:

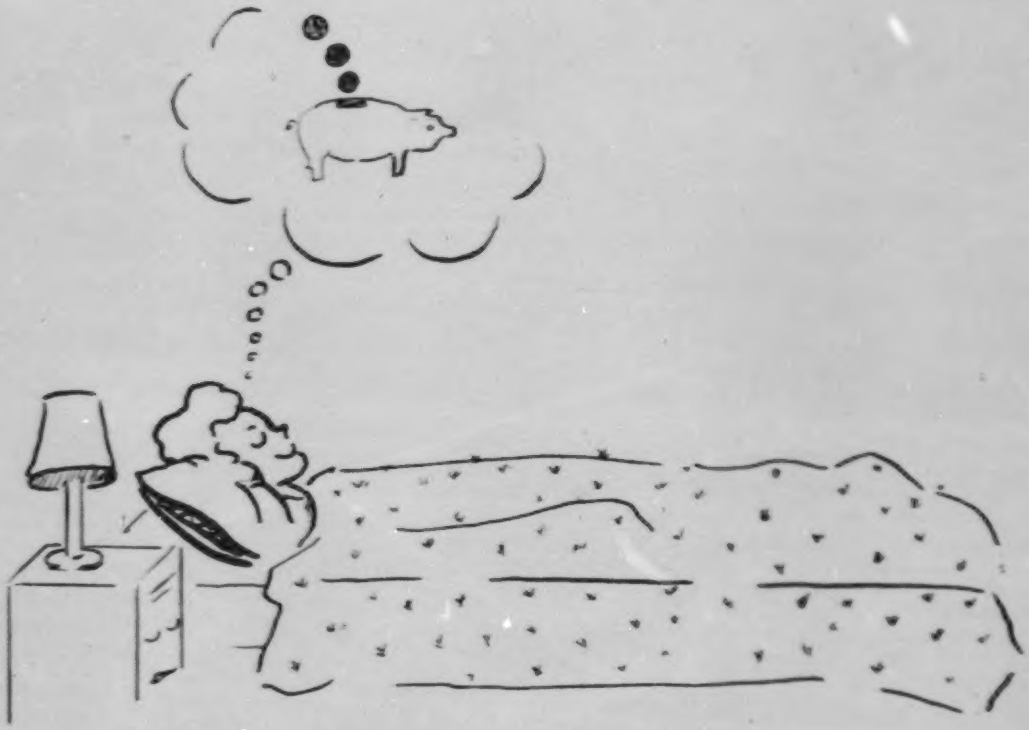
1) Simple budget plan
2) Sample househole budget - setting it up
3) Keeping a budget with income
4) Long-range planning
5) How a budget can save you money
6) How to deal with emergencies
7) How to do comparative buying
8) The difference between necessities and luxuries

LEARNING ACTIVITIES:

1) Have students tell where and on what they have spent money the past week. Make a budget on a simple form. Have this kept for 3 weeks.
2) Discuss reasons why a budget should be kept. Include establishment of goals in use of money, help to live within earnings, help to eliminate unnecessary spending.
3) Discuss with the students what a worker does with her paycheck. Lead students to consider needs of life as opposed to "wants". Have students relate their own experiences.
4) Discuss what a wage earner who lives alone would have to spend his/her money on each month.
5) Help the students to distinguish between needs and wants.

LEARNING ACTIVITIES CONTINUED:

6) Have students use newspapers to make lists of articles on sale at different stores. Determine which are good buys.
7) Use a scale to help students determine how much per ounce or pound a package is selling for. Compare like products.
8) Determine which is less expensive: preparing foods from a mix or from basic ingredients. Consult a Home Skills teacher.
9) List on a chart (use pictures if desired) basic needs in a home, such as food, clothing, furniture, transportation, etc.
10) Make a contrasting chart of things studetns would like to have in a home but don't really need.



SAMPLE: DAILY LESSON PLAN /H/ /D/

UNIT: *Value of Money*

LESSON: *Money Understanding* - *(Money Bingo)*

LEARNING ACTIVITIES:

Counting Money

D- Using regular Bingo cards, as a number comes out the student must show the amount with coins before marking.

H- Same -- You may desire to take a number such as 67 and show 6¢ and 7¢ or 13¢ instead of 67¢ at first.

TOOLS AND EQUIPMENT:

Regular Bingo game
Beans

SUPPLIES:

Coins -- real or toy money

SAFETY:

VOCABULARY:

Penny
Nickel
Dime
Quarter
Half dollar
Dollar

MATH:

TARGET POPULATION: /E/ /D/

UNIT: *Money Management*

LESSON: *Value of Money*

BEHAVIORAL OBJECTIVES:

Students will:

1. Have learning experiences that will give them the ability to demonstrate the knowledge of the value of each of the pieces of money that is used in our system.
2. Have learning skills that will enable them to count money using coins and bills.
3. Have skills that will enable them to demonstrate the ability to make change to the amount of $25.00.

CONTENT:

1. Money Understanding
   - a- Name and identify coins to a quarter
   - b- Know the difference between 50c and a silver dollar
   - c- Relative value of coins
2. Counting coins and bills
   - H- Skills to count using money but not necessarily written
   - D- Skills to count using money and to be able to add money factors on paper
3. Making change
   Skills to make change from the following bills: $1.00; $5.00; $10.00; $20.00

LEARNING ACTIVITIES:

1. Make a chart illustrating the value of different coins: ie. 5 pennies equal one nickel.
2. Discussion: The function of money in society and/or students source of money
3. Counting: Group coins and count within a grouping such as 5 pennies and 2 nickels equal _____.
4. Money Bingo: Use regular Bingo cards — (See lesson plan sample, p.)
5. Collect materials for classroom store for practice in buying, selling, and caring for materials.
6. Room assignment: Have students handle hot lunch forms; yearbook collections and other money related activities.
7. Take students on a buying trip for food. This can be done with the use of the newspaper if a field trip is not possible for Food Service.
8. Discuss in class: Types of jobs the students have now and who much they are paid (babysitting, mowing lawns, paper routes. . .). Figure how much money the entire class would make if all had done their jobs that day. Figure how much each student would make if he did his own job five days a week, three days a week, etc.
9. Writing activity: Parent's Money - Have the students list at least ten activities they do that depend upon their parents' money. (ie. going to school, swimming lessons, skiing, going to shows, spending money).

TARGET POPULATION: /H/ /D/

UNIT: *Money Management*

LESSON: *Payroll*

BEHAVIORAL OBJECTIVES:

Students will:

1. Have learning experiences that will enable them to orally explain the basic difference between wages and take-home pay.
2. Mathematically determine the accuracy of a paycheck by using wages and payroll deducations that are listed on the deduction record.

CONTENT:

1. Payroll slips
2. Difference between wages and take-home pay
3. Be able to figure wages for pay-period.
4. Explain wages as gross pay.
5. Explain take-home as net pay.
6. Evaluate hours times rate of pay for wages
7. Subtract deductions for net pay

LEARNING ACTIVITIES:

1. Determine the student's general concept of the term wages by means of discussion questions. (Perhaps one has work experience for which wages have been received).
2. Using an hourly wage, show the student how wages accumulate through a day (hours worked times the rate of wage). Stress the importance of the individual's keeping an accurate record of the hours worked in each payperiod.
3. Give the student a situation-type work sheet (paper and pencil exercise prepared by the teacher) in which she has an opportunity to find the earnings of a worker at the minimum wage for one cay, for one week, and for one payperiod.
4. Using a sample payroll check (or illustration of one) show the student: (a) the total wages due for the payperiod; and (b) deductions taken from the total wages.
5. Discussion: If a worker has earned $125.00 in total wages for a certain payperiod, should s/he plan to use that check to buy a TV that costs $125.00? Have students give reasons for their answer.
6. Give the student a sutuation-type paper and pencil exercise in which s/he will have an opportunity to determine take-home pay from the total wages. If the student is on or being readied for a specific job, use the wage scale that company has.
7. Show the student a sample payroll check (or copy of a real one). Have the student orally or in writing explain the following: (a) wages earned; (b) FICA deductions; (c) payperiod; (d) withholding tax deducations; (e) take-home pay; (f) how to identify who the check is for
8. Referring to a sample payroll check, have the students point out the deductions which are to be taken from the total wages.
9. The student should orally define deductions as items to be subtracted from the total wages earned.

TARGET POPULATION: H D
(Continued)

UNIT: *Money Management*

LESSON: *Payroll*

LEARNING ACTIVITIES:
(Continued)

10. Show the student that deductions must be totaled (added together) before the pay check can be determined. Help the student to total the deductions shown on the sample payroll check. Show the student that the total is to be subtracted from the total wages earned. The result should match the amount of the check.
11. Review the basic steps in determining the payroll check as follows:
    a- Hourly wages multiplied times the hours worked to get total wages.
    b- Adding together all deductions
    c- Subtract deductions from the total wages earned. Take-home pay will be the result.
12. Give the student a work sheet of situation problems in which the following should be accurately calculated:
    (a) hourly wage; (b) total hours worked; (c) gross pay; (d) itemized deductions; and (e) the amount of the pay check.
13. Review the student's work sheet if placed on a job.
14. Work with the Vocational Rehabilitation counselor for way to coordinate this unit with on the job experiences the student is having.
15. Determine the student's special needs in math used in this unit. Program the student's math with drill sheets to meet the required skills.
16. Spelling: Some students will be capable of learning to spell the vocabulary words. Give them an opportunity to do so. (Note: students may say a word incorrectly. Check pronunciation.
17. Use your community resources: get sample payroll checks from several and allow the students to study them. Use them as work sheets or make overhead displays.

UNIT: *Money Management*

LESSON: *Banking*

BEHAVIORAL OBJECTIVES:

The student will:

1) have learning experiences that will enable him/her to orally state at least 2 advantages of saving some money from each pay period and at least 3 advantages of keeping money in a place commonly-considered "safe".
2) have the knowledge to open a checking account.
3) have hypothetical experiences in depositing money and writing checks.
4) learn how to read a monthly statement.

CONTENT:

1) Opening a savings account
2) Savings accounts
3) Deposit forms
4) Withdrawal forms
5) Savings passbook
6) Interest
7) Regular savings plan
8) Saving for a purpose
9) Safe deposit box
10) Application form for a safe deposit box
11) Operate key to safe deposit box (optional)
12) How to open a checking account
13) Make out a deposit slip
14) Sign name on a check for endorsement
15) Ability to make deposits (reinforcement)
16) How to write a check
17) Ability to balance a checkbook
18) Penalties for overdrawing
19) Penalties for writing a check without an account
20) Reading statements
21) Service charges

LEARNING ACTIVITIES:

1) Help students to develop a definition of "savings" in their own words.

LEARNING ACTIVITIES CONTINUED:

2) Discuss generalizations related to savings, such as a way to set aside current income for future use and use for major expected expenses and for unexpected expenses.
3) Consider advantages of saving some money from each pay check for emergencies or for special wants or needs.
4) Discuss some things students would like to have that they could save money for.
5) Discuss the importance of putting "savings" in a bank. As a class project, make banks from jars, boxes; decorate with contact paper - anything to individualize them and have students take them home.
6) Discuss the following:
   a. What would happen to money kept in a piggy bank, drawer, box, etc., if the house burned down?
   b. Is money kept at home safe from theft?
   c. Is money kept in a bank safe?
   Mention the savings account option of Federal Deposit Insurance.
7) Explain interest - a way to let your money grow. Compare with putting money in a piggy bank.
8) Practice filling out deposit slip samples, obtainable from local banks.
9) Use the Yellow Pages to find out the names and locations of local banks.
10) Make a bulletin board display of the town and locate the banks.
11) Take a field trip to a bank and discuss activities of different employers.
12) Discuss whom students would need to see if they go to a bank to open a checking account.
13) Have students fill out sample forms for opening a checking account.
14) Discuss why the signature must be on the signature card.
15) Ask students to find out what kind of banking services their parents have and bring a list to class for discussion. Look for such information as rate charged per check, overdrafts and cost of printing checks.
16) Discuss why you must deposit money.
17) Make a check out on a ditto form and have students fill out checks with information written on board. Explain correct method before beginning.
18) Get samples of checkbook form for balancing from local bank. Show students the procedure for adding deposits and subtracting checks written.
19) Have a student with an account bring his statement to school and help him/her to bring it up to date.
20) Discuss service charges.

INTRODUCTION

UNIT: Money Management

LESSON: Income Tax

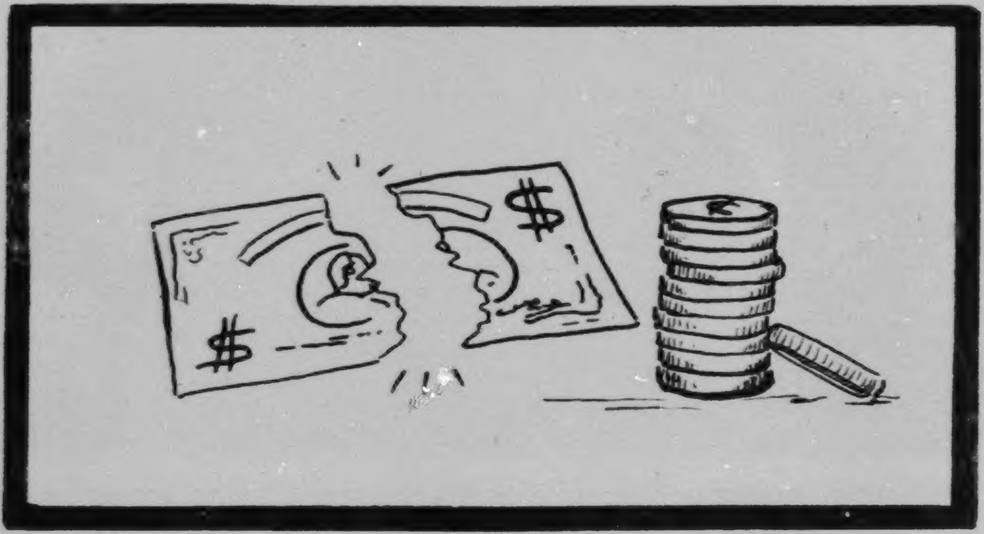
When working with the pre-vocational student who is either handicapped or disadvantaged, one should approach the subject of income tax with a basic concept of the subject. It is the advice of this team that the basic concept which should be established is where to go to get professional assistance for completing the forms each year. The 'norm' finds tax time confusing and frustrating; so, it is only logical to assume that these students will have some problems also. If it is established that it is law to complete a form each year; then they should understand that they are the 'same' as everyone and that they must file each spring.

This is a unit of study that shouldn't involve too much time. Most classrooms will be able to complete the work for this area within a two-week period. It may be integrated with the budget unit.

- -

NOTE TO THE WISE:

Get the Guide for Teaching Taxes from your local tax office and use only those things that the students that are helping can comprehend. Do not try to make students in this ability range become independent on this subject area. EMPHASIZE: WHERE to go for assistance ! !



UNIT: Money Management

LESSON: What Income Tax is and How to Complete the W-4 form

BEHAVIORAL OBJECTIVES:

The student will:
1) Know what income tax is.
2) Be able to explain the basics of filling out the income tax forms.

LEARNING ACTIVITIES:
1) Discuss what is income tax and why must you pay taxes? Obtain forms from the tax office or define as "Tax is money we invest in our country to maintain and improve our way of life."
2) Have students complete the W-4 form and explain the sections.
3) Discuss who must file and where to get the forms and assistance to do it correctly.
4) Take a field trip to the nearest post office or courthouse where the local tax program is located.
5) Have a poster of the basic form on the board. Can be obtained in teachers' kit from the tax office.
6) Put up a sign that gives the address to whom tax forms must be sent and when they must be sent.
7) Discuss what could happen in the event they fail to file their yearly tax report.

RESOURCES:

Guide to the Community, Vol. II, Section I - Your Income Tax, pp. 1-34
INTERNAL REVENUE SERVICE, Teachers' Kit - "Understanding Taxes"
Rights and Duties of Citizens, Book One - Frank E. Richards Pub. Co., Inc. 1965.

Terms:

Income Tax
Social Security
W-2 Form
Form W-4
Internal Revenue Office
April 15, 19___

DAILY LESSON PLAN

UNIT: Money Management

LESSON: Income Tax Form 1040-A

LEARNING ACTIVITIES:

Fill out a 1040-A form for yourself assuming the following information is true:

> You work for Johnson Supply Company at 412 Eighth Street (in your own town).
> Your Social Security Number is 412-67-2488.
> You are not married.
> Your total wages for the year were $3,264.00.
> Your total income tax withheld was $427.00.
> You did not file a return last year.

(You may wish to have each student use his or her own information for the practice.)

TOOLS & EQUIPMENT:
1040-A Forms

SUPPLIES:
Overhead Projector . . . optional

SAFETY:
Double check computations

VOCABULARY:

joint
wages
W-2
income
employer's name
tax table
balance
refund
exemptions
dependents
I.R.S.

MATH:
addition subtraction 100% decimals

INTRODUCTION

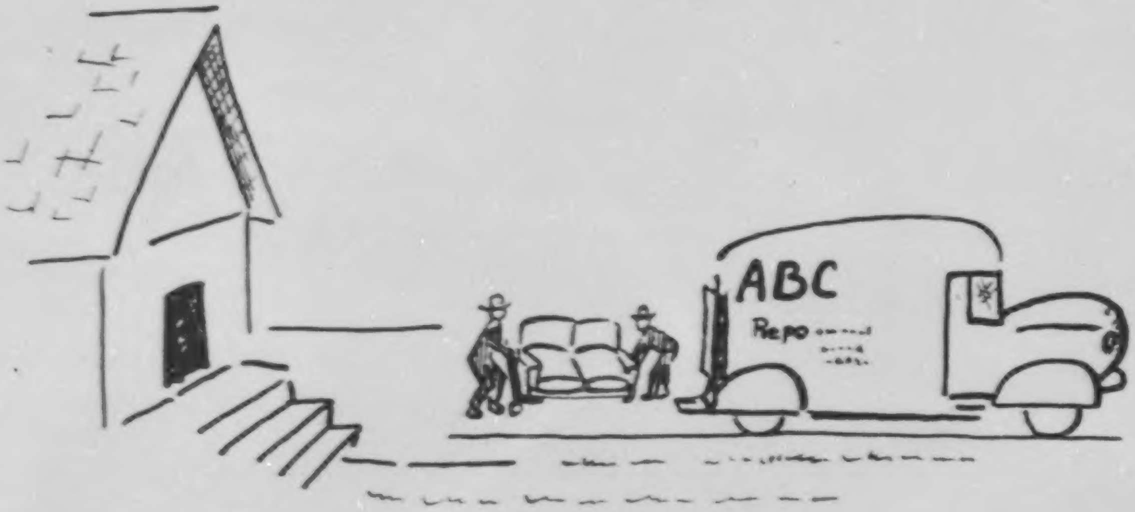
UNIT: Money Management

LESSON: Cash, Credit Buying, Credit Cards, Installment Buying

This is an area that should be taught to students of a higher comprehension and/or age level than the handicapped or disadvantaged students. It could be easily included with the unit on BUDGETING.

Consider also that this is an area that must be handled with caution. If students are taught only the general concepts of this subject, the results could be very bad. It is very difficult for someone to know what the student may do with this knowledge and who may use it wisely.

This unit would only be introduced to the disadvantaged student as it would be above the comprehension level of the handicapped.



UNIT: Money Management

LESSON: Cash, Credit Buying, Credit Cards, Installment Buying--Different Ways to Buy

BEHAVIORAL OBJECTIVES:

The student will have learning experiences that will enable them to orally give at least two distinguishing differences between each of the following spending plans and to tell orally at least two advantages and two disadvantages of each type:

1) Cash
2) Charge
3) Revolving Charge
4) Credit Cards
5) Installment Buying

CONTENT:

1) Meaning, use, and value of credit
2) What is your credit rating?
3) Methods of obtaining credit
4) Advantages and disadvantages of credit buying
5) Understanding role of Better Business Bureau

LEARNING ACTIVITIES:

FORM NO. 5F

DISCLOSURE REQUIRED BY TRUTH IN LENDING FOR APPLICANTS FOR CHARGE CARD

In compliance with the requirements of the Consumer Credit Protection Act of 1968 (Truth in Lending Act), which became effective 1 July 1969, this bank; for itself, and on behalf of its merchants who honor Charge Cards makes the following disclosures of credit terms that will be applicable to the use of your Charge card. Please retain this disclosure for your future reference.

RETAIL SALES

(1) No **FINANCE CHARGE** is made on retail sales if the "New Balance" as shown on the monthly periodic statement is paid in full within twenty-five days of the statement date.

(2) The amount subject to a **FINANCE CHARGE** is the "Previous Balance" as shown on your monthly statement without deducting payments and credits, which include returns and adjustments.

(3) The **FINANCE CHARGE** is computed by multiplying the amount subject to **FINANCE CHARGES** by the monthly periodic rate of 1½% (**ANNUAL PERCENTAGE RATE = 18%**).

CASH ADVANCES

(1) A **FINANCE CHARGE** is charged for each day that you have the cash advance.

(2) The amount subject to a **FINANCE CHARGE** is the average balance of cash advances for the previous month. Average balance is computed by adding the daily cash advance balances and then dividing that total by the number of days in the billing period.

(3) The **FINANCE CHARGE** is computed by multiplying the amount subject to **FINANCE CHARGE** by the monthly periodic rate of 1¼% (**ANNUAL PERCENTAGE RATE = 15%**).

GENERAL

(1) You may choose to pay less than full amount (New Balance) of your statement. The "Minimum Payment" shown is computed as 1/20 of the "New Balance" or $10.00 whichever is greater.

(2) The bank takes no security interest in connection with the use of your Charge card.

(3) No minimum or transaction charge is imposed upon your account.

(4) "Reasonable attorneys' fees" and other costs of collection may be imposed in the event you fail to pay the minimum periodic (monthly) payment required, or otherwise default in the terms of your cardholder agreement.

I hereby acknowledge receipt of this disclosure form.

Date ________ Applicant's Signature ________

F-79

Address ________

INTRODUCTION

UNIT: Money Management

LESSON: Basic Insurance Skills and Needs

The lesson on Basic Insurance Skills and Needs is designed to teach disadvantaged and handicapped students the functional skills they need to provide for their insurance needs.

The Insurance lesson is designed to provide the simplest method possible for Special Needs students to cope with the difficult world of insurance. The main topics to be taught are:
1) Understanding Insurance
2) When to Buy Insurance
3) Personal Insurance Needs
4) How to Buy Insurance
5) Where to Buy Insurance
6) Insurance Claims

Special Needs students should be taught to do business with a company (agent) who sells all types of insurance. These companies are known as Multiple Line Companies. Some of these companies are listed below:

State Farm Mutual	Farmers' Insurance Group
All State	Continental

There are many good family insurance agents. Selection of an agent for a disadvantaged or handicapped student can be made by visiting several that are located convenient to the student's residence or place of work.

UNIT: Money Management

LESSON: Basic Insurance Skills - Terminology

BEHAVIORAL OBJECTIVES:

The student will understand terminology required for understanding Basic Insurance Skills.

CONTENT:

Understand the meaning of:

1) Premium
2) Life Insurance
3) Auto Insurance
4) Fire and Casualty
5) Multiple Line Insurance Co.
6) Multiple Line Agent
7) Policy
8) Accident - Claim

LEARNING ACTIVITIES:

Discuss and illustrate (by using Insurance Company Brochures) Insurance terminology.

Note: Brochures depict and describe insurance coverages available.

RESOURCES:

Hand-out Brochures from Insurance Companies.

VOCABULARY:

apartment dwellers
auto death indemnity
auto insurance
collision
comprehensive
deductible
emergency road service
fire and casualty
insurance
liability - BI/PD
liability only
life insurance
marine insurance (boats)
medical insurance
motorcycle insurance
multiple line companies
personal liability
policy
premium
term life insurance
whole life insurance

UNIT: Money Management

LESSON: Basic Insurance Skills - Accident and Health Insurance

LEARNING ACTIVITIES:

Discuss and illustrate accident and health insurance.
Discuss and illustrate employee fringe benefits.
Discuss and illustrate presentation of employee I.D. Card for clinic or hospital claims.

SUPPLIES:

Employer pamphlets describing and illustrating fringe benefits.
Medical Insurance Company Brochures describing medical coverage.

VOCABULARY:

accident and health
clinic
coverage
fringe benefits
hospital
Identification Card (I.D. Card)
medical

UNIT: Money Management

LESSON: Basic Insurance Skills - Multiple Line Insurance Companies and Agents

LEARNING ACTIVITIES:
Student will see by discussion and illustration the good business practice and convenience of doing business with one agent.

Have a guest speaker such as your agent in to speak so that the student has an opportunity to meet one person that can serve them in all insurance needs.

SUPPLIES:
Insurance Brochures from any Multiple Line Company and Agent

VOCABULARY:

- accident claim
- family insurance agent
- insurance claims
- multiple line insurance agent
- multiple line insurance company
- purchase insurance
- theft claim
- transfer insurance

INTRODUCTION FOR ASSESSMENT CHARTS

In the world of work, every individual is expected to maintain certain Living Skills. This expectation is for every employee regardless of race, color, creed, age of mental I.Q. The objective for this assessment is to evaluate if a student has begun, finished or been reinforced in specific needed Money Management Skills.

(This should be copied for each student and placed in his/her accumulative file)

MONEY MANAGEMENT

	Has begun	Completed	Reinforced When needed	
Value of Money				Can name and identify coins to a quarter
				Knows difference between 50¢ and silver dollar
				Can identify bills to $20.00
				Can state value of coins
				Can state and count money to $1.00
				Cam make change to $1.00
				Can make change to $5.00
				Can make change to $10.00
				Can make change to $20.00
Payroll Check				Can explain payroll slips
				Can explain deduction abbreviations
				Can explain wages as gross pay
				Can explain take-home as net pay
				Can evaluate hours times rate of pay for wages
				Can subtract deductions for net pay
Banking, Savings				Knows where to open savings account at bank
				Has knowledge to open savings account
				Can fill out deposit forms
				Can complete withdrawal forms
				Can read a savings passbook
				Knows how interest is figured
				Knows what a regular savings plan is
				Can explain saving for a purpose
				Knows what a safe deposit box is
				Can fill out application form for safe deposit box
				Can operate key to safe deposit box (optional)

MONEY MANAGEMENT

	Has Begun	Completed	Re-nforced When needed	
Banking - Checking				Knows how to open a checking account
				Can make out a deposit slip
				Can sign name on check
				Can write a check
				Has knowledge to balance checkbook
				Can read statements
				Understands service charges
				Can explain penalties for overdrawing
				Can explain penalties for writing checks without account
Budgeting				Can make a simple budget plan for today
				Can make a simple household budget
				Can keep a budget for a month
				Knows how a budget can save you money
				Can explain long-range planning
				Knows how to deal with emergencies
				Knows how to do comparative buying
				Understands difference between necessities and luxuries
Cash, credit, installment buying				Understands meaning, use and value of credit
				Knows how to figure own credit
				Can explain methods of obtaining credit
				Can explain credit cards
				Understands how to apply for credit cards
				Understands credit interest charge
				Can discuss installment plan
				Knows what the Better Business Bureau is

MONEY MANAGEMENT

	Has Begun	Completed	Reinforced When needed	
Income Tax				Knows what income tax is
				Understands why we pay income tax
				Can fill out a W-2 form
				Can complete a W-4 form
				Knows where to find assistance on 1040 tax form
				Knows where to get tax forms
				Knows to whom tax forms are sent
				Knows some things that are deductible
Insurance				Knows insurance needs of young workers
				Understands what insurance is
				Can plan personal insurance needs
				Can name 4 types of insurance
				Knows how payments are made
				Understands "collecting" on insurance claims
				Can explain how insurance can save your money
				Can explain how to choose a company and an agent

RESOURCE LIST

1) The Bank Book, John D. Wool, Frank E. Richards Publishing Company, Inc., Phoenix, New York 13135, 1973
2) Be Informed Series, Dianne Novakouski, New Readers Press, Box 131, Syracuse, New York 13210, 1974
3) Check Stand, A Food Buying Game, Cooperative Extension Service, Washington State University, Pullman, Washingtion, #C-198 (2M-170)
4) Consumer Education - Using Consumer Credit Wisely, Delta P. Epsilon, Inc., Gustavus Adolphus College, St. Peter, Minnesota,1970
5) $$$ and Sense - Your Complete Guide to Wise Buying, Ella Gale, Fleet Publishing Corporation, 230 Park Avenue, New York, New York, 1965
6) Everyday Business, Gary Lawson, Col-Central Press, Sacramento, California, 1970
7) Facts and Figures About Revolving Credit, American Retail Federation, Washingtion, D.C.
8) Family Financial Management, John C. Roman and Robert Finch, South Western Publishing Company, Cincinnati, Ohio 76543
9) Getting Ready for Pay Day: Part I Checking Accounts, Part II Saving Accounts, Part III Planning Ahead - Budgeting, Margaret W. Hudson and Ann A. Weaver, Frank E. Richards, Phoenix, New York 1963
10) Guide to the Community, Volume I, "Employment Money Management---Banking Your Paycheck", Earl A. Wilkie, B.S., Elwyn Institute, Elwyn, Pennsylvania 19063, 1967
11) Guide to the Community, Volume II, "Income Tax", "Life Insurance", "Health Insurance", "Social Security"
12) Guide to the Community, Volume III, "Driving a Car", "Finding a Place To Live", "What Will You Need?", "Legal Emergencies", "Community Services", "Medical Emergencies"
13) Ideal Market Math Wheel, Ideal School Supply Company, Oak Town, Illinois 60453, $2.22
14) Money Management: Reaching Your Financial Goals, Money Management Corporation, Household Finance Corporation, Chicago, Illinois, 1971
15) Money Management: It Is Your Credit, Manage It Wisely
16) Pay the Cashier, Dolch Arithmetic Game, Garrard Publishing Company, Champaign, Illinois, 1957
17) Shoppers Guide, U.S. Department of Agriculture, Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402, 1974, $5.70
18) Social and Community Skills, A Curriculum Guide for the Handicapped, Pennsylvania State University
19) Using Money Series, Books 1-IV, Frank E. Richards Publishing Company, Inc., Phoenix, New York 13135, 1973
20) Using Retail Credit, Sears, Roebuck Company, 1972

INTRODUCTION

UNIT: *Child Care*

This unit proposes to introduce the jobs, responsibilities and personal attitude a person should have to be a successful child-care worker. It is designed to be used both with disadvantaged and handicapped students. For handicapped students, substitute the words "discuss" and "describe" for the words "list" and "write." Most of the learning activities involve participation and observation. For the unit to be used most effectively, the students should be able to become involved with a child-care center, play school or other similiar environment.

The unit is designed primarily for that person who will care for small children in a nursery school or day-care center. The materials can be adapted easily for care of small children in private homes and on babysitting jobs.

The curriculum guides, Child Care and Development Occupations Competency Base Teaching Modules, Atlanta Public Schools, and Child Care Aide, Lubbock, Texas, have been very valuable in planning these units. It would be useful if they were obtained for more in-depth information and extended activities and checklists.

This unit does not cover the care of the infant. Infant care is covered in the *Life Management* unit.

PRE/POST TEST

UNIT: *Child Care*

This test is to be given orally to handicapped students.

1) What are 4 duties of a child care worker?
2) List 3 characteristics which a child care worker should develop.
3) Which of these would be most important for a child care worker to develop?
   a. ability to make children obey
   b. a real interest in children
   c. ability to lead and supervise games and to tell stories
4) To what extent does teamwork among the staff have an influence on the children?
   a. has no influence on child behavior
   b. has little influence on child behavior
   c. will be reflected in child's behavior
5) Could an average child of 3 years feed him/herself?
6) At what age would a child most likely be able to tie his/her shoes?
   a. 5 years old b. 4 years old c. 3 years old
7) On the average, at what age does a child begin to play "with" another child inside of "beside" another child?
   a. 1 year b. 2 years c. 3 years d. 4 years
8) List/Name 5 things to look for when selecting a child's toy.
9) With what approximate age child would you use the following games?
   a. Drop the Clothespin
   b. Peek-a-Boo
   c. Fingerplay "Itsy-Bitsy Spider"
10) Name 3 pieces of equipment which could be in a child care center and explain their values.
11) Name 4 duties you as a child care worker should do to maintain a clean healthy environment.
12) Which of the following would be best nutritionally for a child to eat?
   a. fish sticks, peas, fruit sections, milk
   b. hot dog and bun, french fries, Kool-Aid
   c. bologna sandwich, potato chips, pop
13) A tired child will:
   a. play at same task and not want to stop
   b. cry for no reason
   c. run around the room
14) What is the most important reason to keep a day care center room and equipment clean?
   a. so the child won't get his clothes dirty
   b. to prevent germs and diseases from spreading
   c. to influence parents to choose center for their children

PRE/POST TEST CONTINUED

15) If a child is injured, the aide should:
    a. call a doctor
    b. call parents
    c. give first aid
    d. notify the teacher
16) The purpose of discipline is to:
    a. punish a child for something he has done wrong
    b. prevent misbehavior by helping a child to realize what constitutes acceptable behavior and to want to achieve it.
    c. teach child to obey adults
17) When supervising a playground, the child care worker should:
    a. stand where s/he can watch all activity
    b. play with groups of children
    c. stand by the jungle-gym
18) What is the first thing you do if a child gets burned?
19) Alphabetize the students in your class by last names.
20) Have the students make a file folder tab for the person sitting to the right of him/her.

TARGET POPULATION /D/ /M/

UNIT: *Child Care Worker*

LESSON: *What is a Child Care Worker*

BEHAVIORAL OBJECTIVES:

The student will:

1) discuss and give the definition of a child care worker.
2) become aware and make a list of tasks and duties which a child care worker has.
3) recognize and be able to seek employment opportunities in the child care field.
4) discuss and list factors which are conducive to cordial relations with child care personnel and children.

CONTENT:

1) Define a child care worker in home or private location
2) Tasks and duties of a child care worker
    a. stories, games and songs
    b. serving lunch and snacks
    c. housekeeping
    d. hygiene and health
    e. child supervision
    f. clerical
3) Employment opportunities for the child care worker
4) Working with others: supervisor, co-workers, children

LEARNING ACTIVITIES:

1) Visit a minimum of 2 day-care centers to observe duties of child care workers.
2) From visit, experiences, texts and Job Box card, make a class list of tasks and duties.
3) Using a newspaper, cut or circle ads for child care workers.
4) Review newspaper abbreviations used in advertisements.
5) Invite a speaker from Head Start, Y.W.C.A., local church day-care center, etc., to speak on jobs and training. If possible, schedule a follow-up visit to the center.
6) Try to have someone come from an employment agency to talk about jobs available in child care.

LEARNING ACTIVITIES CONTINUED:

7) List good work habits and good personality traits. Discuss how and why they are important when working with others.
8) Discuss and list traits a person must have in order to work effectively with children.
9) Fill out the Evaluation Sheet.
10) Complete "How Do I Feel About Children" (oral or written) from the Texas Child Care Aide Curriculum. Discuss.
11) Have Students evaluate themselves on "Personal Characteristics of a Caregiver."

RESOURCES:

#1, #33, #34

EVALUATION CHART

	YES	NO
1) Am I neat in my personal appearance and work?	____	____
2) Am I punctual?	____	____
3) Do I apply myself to the job without being easily bored or distracted?	____	____
4) Can I work under pressure when necessary without becoming nervous and upset?	____	____
5) Do I adapt to new and unexpected situations easily?	____	____
6) Do I have confidence in my abilities?	____	____
7) Am I emotionally stable, able to take things in stride?	____	____
8) Do I have enough initiative to be able to work on my own without waiting to be told what to do?	____	____
9) Are my job plans in keeping with my capabilities and the opportunities employers have to offer?	____	____
10) Do I have a sense of duty and responsibility?	____	____
11) Am I reliable? Could I be depended on to do a job satisfactorily?	____	____
12) Do I have the friendship and respect of co-workers?	____	____
13) Do I cooperate with fellow workers?	____	____
14) Do I cooperate with supervisory personnel and management?	____	____
15) Do I follow directions willingly and without argument because I respect authority?	____	____
16) Do I accurately carry out instructions?	____	____
17) Can I accept criticism without being hurt?	____	____

Home Economics, Instructional Materials Center, Lubbock, Texas

Below are some incomplete statements describing a particular type of child behavior problem. Complete the statements with a description of how you would treat the problem. These were prepared by the Home Economics Section of the Instructional Materials Center, Lubbock, Texas.

How Do I Feel About Children?

1) I think the child who never finishes eating on time should.....
2) I think the child who continually fights with other children should.....
3) I think the child who bites his/her fingernails should.....
4) I think the child who daydreams most of the time should.....
5) I think the child who continually shows off in class should.....
6) I think the child who relies too much on the teacher should.....
7) I think the child who loses his/her temper when s/he does not get his/her own way, should.....
8) I think the child who is always unhappy and moody should.....
9) I think the child who is timid and shy should.....
10) I think the child who continually disobeys should.....

PERSONAL CHARACTERISTICS OF A CAREGIVER

Name of Student: ______________ Name of a Caregiver: __________

Date:_________

Directions: Observe a specified toddler caregiver for 2 or more hours and record personal qualities or characteristics. Indicate how often these were displayed and describe 2 or more situations to substantiate your observation. Place an asterisk by the qualities observed.

Personal Characteristics	Frequency Observed			Comments
	Often	Some times	Never	
Warm and Loving				
smiles	___	___	___	
calls children by name	___	___	___	
touches gently	___	___	___	
talks quietly	___	___	___	
talks to toddler while giving care	___	___	___	
cuddles toddler while giving care	___	___	___	
Attentive				
listens and responds	___	___	___	
is consistent in attention	___	___	___	
encourages effort	___	___	___	
praises effort	___	___	___	
Skillful				
works carefully and calmly	___	___	___	
follows approved safety rules	___	___	___	
implements approved schedule punctually	___	___	___	
observes approved sanitation practices	___	___	___	
Cooperative				
relates well to co-workers	___	___	___	
accepts directions pleasantly	___	___	___	
communicates easily with parents	___	___	___	
supports customs and languages different from own	___	___	___	
Well-groomed				
dresses neatly and appropriately	___	___	___	
keeps hands clean and nails trimmed	___	___	___	
models hygenic personal practices	___	___	___	
Healthy				
is energetic	___	___	___	
is good-humored	___	___	___	
is flexible	___	___	___	

TARGET POPULATION /E/ /D/

UNIT: *Child Care*

LESSON: *Training Elements*

BEHAVIORAL OBJECTIVES:

The student will:

1) understand and apply knowledge of child behavior stages of development from walking through pre-school.
2) understand and use methods, techniques and materials designed for working with young children.

CONTENT:

1) Behavior and development of a child age 2 to 6 years
2) Methods and materials for age levels
   a. games, songs, stories
   b. toys
   c. creative materials
   d. children's play

LEARNING ACTIVITIES:

1) Show and discuss Parents' Magazine's Child Development filmstrips and records, making a list of behavior of different age groups.
2) Visit a day-care center and have students observe children's behavior.
3) Discuss observation sheets and compare and contrast the behavior of children in different age groups.
4) Referring to students' observation sheets, discuss changes in child's needs at different ages.
5) Outline what a child's physical, mental, social and emotional development is and discuss what can be expected from each age group and how children fluctuate in individual development.
6) Divide into groups and develop booklets of songs, games and stories appropriate for each age level.
7) Have students create a book of an action story that a child could act out by seeing the pictures.
8) Have students use several mediums, such as clay, paint, that could be used to direct a creative activity. If possible, have class do such an activity.
9) Bring in or have students make flannel board stories and present to class.

LEARNING ACTIVITIES CONTINUED

10) Discuss what types of play prepare children for growing up - dolls, cars, occupation games.
11) Have student construct toy; s/he then must state for what age level it is to be used and what child developmental need it fulfills.
12) Devise a list to evaluate how to select a safe toy.
13) Visit a store with a large selection of toys. Evaluate many toys, on points of safety, age level and education or manipulative purpose.
14) Have students make motor stimulation books which teach skills such as zipping, tieing, lacing, etc. If possible, have students use them with young children.
15) Use the activity kit, "Me, Myself and I: How Preschoolers See Themselves".

RESOURCES:

#2, #3, #4, #5, #6, #7, #8, #9, #10, #11, #12, #13, #14, #15, #27, #35

OBSERVATION SHEET

Student's Name: ____________

Watch a child who is playing and write the following information:

1) Child's name ____________________ Boy ___ Girl ____ Age ___

2) What was the child wearing? ______________________________
____

3) What toys, games or other articles was the child using in his/her play activities? ______________________________
____
____

4) Was the child playing ____alone ____ with other children

5) Tell what the child was doing. ______________________________
____
____
____
____

6) How long did you watch the child? ______________________

7) During the time that you watched the child, did s/he do any of the following:

___ cry
___ show temper
___ pout
___ talk "baby talk"
___ hit or throw things
___ laugh
___ scream
___ jump
___ run
___ pretend that s/he was someone else

8) What did you think was the most interesting thing about watching this child? ______________________________
____
____
____

RESOURCE:

REACH Curriculum Guide, REACH program, Caldwell, Idaho

TOYS AND PLAY EQUIPMENT

Free of detail with round, not sharp, edges

Non-flammable

Durable

Can be easily cleaned

Works as intended

Will withstand weather conditions and hard usage

Price based on durability and design

Non-poisonous paint, pleasing color

Versatile in use

Involves child in its use

Large and easily manipulated

Material suitable for use

Material pleasant to touch

Construction easily comprehended

Encourages cooperative play

RESOURCE:

Child Care Aide

SAMPLE: DAILY LESSON PLAN

UNIT: *Child Care Worker*

LESSON: *Creative Dramatics Action Books (Methods and Materials)*

LEARNING ACTIVITIES:

1) From a collection of teacher-selected children's action books, have the student select one s/he would like to make, e.g. The Bundle Book by Ruth Krauss.
2) Go through the book and pick out the action scenes.
3) Draw or cut out pictures to be put in the student's book.
4) Using tag board, have the students draw or paste pictures to illustrate the text through the pictures. Bind together with rings.
5) Using only pictures, the student should be able to tell the story to the class.
6) Have the class act out the story.
7) If possible, have students use books with children in a child care center or similiar environment.

TOOLS AND EQUIPMENT:

Children's action books, stories or poems

SUPPLIES:

paper, pencils, crayons or markers, scissors, tag board, rings to bind books, paste

SAFETY:

scissor safety

VOCABULARY:

creative dramatics, play, scene, action

MATH:

UNIT: *Child Care*

LESSON: *Housekeeping*

BEHAVIORAL OBJECTIVES:

The student will:

1) arrange room, equipment and supplies in accordance with program needs.
2) maintain a clean environment.
3) store and maintain supplies.

CONTENT:

1) Arranging activity areas
2) Clean equipment
   a. room
   b. waste disposal
   c. rest rooms
   d. equipment
3) Storage and maintenance of supplies
   a. toys and equipment
   b. supplies

LEARNING ACTIVITIES:

1) Plan an environment for a young child; learn how to set up this environment. Discuss equipment that should be placed in child care center and why.
2) Visit a playschool program and discuss the use of equipment and the arrangement of the equipment. Make a list of equipment used.
3) Using the classroom, arrange activity areas and pay close attention to traffic patterns.
4) View, if possible, the films "Room To Learn" and "A Pre-Kindergarten Program."
5) Discuss a clean working environment and have the students maintain their own work area.
6) Discuss why it is important to have a clean environment in a child-care center.
7) Make a checklist of duties an aide would have to maintain a clean environment.
8) Discuss how to organize supplies for availability and safety.
9) Have students organize and store classroom supplies; students should explain why they stored supplies as they did.

RESOURCES:

#12, #16, #17, #18, #21, #28, #29

HOUSEKEEPING PRACTICES

Name: ______________ Date: ______ Place: _________ Partner: _________

Positive Health & Safety Housekeeping Practices	Opportunity To Utilize		Action Taken	
	Yes	No	satisfactory	unsatisfactory
Spilled water or food removed at once from floor, table, etc.				
Toys and/or equipment replaced at end of activity or period				
Used tissues placed in waste container				
Soiled dishes or utensils removed immediately from area after use				
Soiled clothing handled in approved manner and placed in proper container				
Floors kept clear of unnecessary toys and/or equipment				
Cleaning supplies and medicines kept out of reach always				
Handles on cooking utensils and containers placed out of toddler's reach				
Small sharp or breakable objects placed out of toddler's reach				

RESOURCE: #36

TARGET POPULATION /E/ /D/

UNIT: *Child Care*

LESSON: *Health and Hygiene*

BEHAVIORAL OBJECTIVES:

The student will:

1) assist children with toileting through role-playing, simulation or observations.
2) plan, prepare and serve lunches and snacks.
3) assist or observe children washing and dressing.
4) prepare children for and observe during rest period.

CONTENT:

1) Toileting
2) Washing and dressing
3) Plan, prepare and serve lunches and snacks
4) Supervision during rest periods

LEARNING ACTIVITIES:

1) Have students observe toddlers in a variety of settings (home, child-care center) to record toilet training techniques. Discuss techniques.
2) Provide work situations for students to assist in toilet training or have role-playing situations.
3) Show and discuss the film "Feeding Little People."
4) Review Nutrition and prepare menu or snack ideas.
5) Observe a day care center at meal or snack time.
6) Role-play snack or meal time emphesizing types of jobs and tasks involved in clean-up.
7) Have a party at which students serve a snack they have planned and prepared.
8) Show and discuss film "Baths and Babies". Show and discuss film "Feeding Habits".
9) Demonstrate correct procedure for bathing and dressing a toddler.
10) In a simulated activity, have student bathe and dress a toddler.
11) Review checklists from Texas Curriculum Guide and through activities evaluate students.

LEARNING ACTIVITIES CONTINUED

12) Have students observe in a day care center the ways that the caregiver prepares the environment as well as the toddlers for sleep. Discuss.
13) Role-play "nap time" and evaluate students.
14) Show and discuss filmstrip "Working With Children in Day Care: Sleeping, Eating, Toilet Training."
15) Role-play situations in which the child isn't hungry, doesn't like the food and plays with his/her food.

RESOURCES:

#3, #4, #5, #9, #13, #20, #30, #31, #32

NAPTIME

Name: ______________________ Place: ______________________

Date: ______________

	Satisfactory	Improvement Needed	Remarks
Carries out quiet activity immediately preceding nap.	___	___	
Darkens room as much as possible.	___	___	
Eliminates noise, except for soft music.	___	___	
Provides bed and cover for each child.	___	___	
Aids children in removing shoes and tight-fitting clothing.	___	___	
Works in a calm organized manner.	___	___	
Sees that each child is settled, giving personal attention as needed.	___	___	
Supervises children during nap.	___	___	

RESOURCE: #36

FEEDING TODDLERS

Name: ______________________ Date: ______

Place of Observation: ______________________

	YES	NO
Quiet activity precedes meal	___	___
Child is urged to use bathroom and to wash hands before going to table	___	___
Surroundings are peaceful, quiet and uncluttered	___	___
Adults present are calm and aware of the fact that the toddler is learning to eat and accept new foods.	___	___
Adults accept toddler's need to touch and eat foods with hands.	___	___
Eating utensils are safe and size is easy for child to handle.	___	___
Drinking vessel is easy to handle and not over 2/3's full.	___	___
Tables and chairs are suitable for size of children.	___	___
Portions of food are small.	___	___
New foods as well as familiar foods are offered.	___	___
Foods are served attractively; offer a variety of color, textures and flavors.	___	___
Adults give help when needed.	___	___

RESOURCE: #36

TARGET POPULATION /E/ /D/

UNIT: *Child Care*

LESSON: *Safety*

BEHAVIORAL OBJECTIVES:

The student will:

1) use good safe practices in carrying out functions of sanitation.
2) know and use emergency procedures.

CONTENT:

1) Safety in
   a. equipment
   b. types of accidents at certain ages
   c. sanitation
2) Emergency procedure
   a. accident
   b. fire
   c. acquiring and recording emergency phone numbers
   d. causes
      1. carelessness
      2. unorganized activity
      3. ignorance
      4. homes, buildings and automobiles in poor condition

LEARNING ACTIVITIES:

1) Discuss why sanitation is important as a safety hazard preventative.
2) Inspect toys in stores and at home for safety features.
3) Discuss and evaluate your classroom area or a child-care center according to the enclosed Safety Checklist.
4) Invite a physician, nurse or day care center director to speak on most common accidents among pre-school age children.
5) Develop a safety checklist.
6) Develop a safety notebook for care of toddlers.
7) Describe emergency situations and have students tell how to get help.
8) Ask a nurse, doctor or para-medic to speak on do's and don'ts in handling emergency situations.
9) Discuss the techniques used to care for an ill or injured child. Include comfort or reassurance, notification of parent or guardian, reassuring and protecting other children, taking care of contaminated or dangerous materials in area.
10) Make an emergency phone number list.

RESOURCES: #3, #4, #5, #9, #22, #23, #24, #26

SAFETY FOR TODDLERS

Name: ____________________ Date: ______ Place: __________________

Directions: Read characteristics of toddlers. Observe a setting in which a toddler is cared for and fill in this sheet accordingly.

Characteristics of Toddlers: Investigates, climbs, opens doors and drawers, curious, takes things apart, may put objects in mouth, likes to play, moves about constantly, tries to do things alone, imitates, runs and is lightning-fast, is impatient with restraint.

Safety Hazards	Measures of Prevention	Yes	No	Needs Improvement
Gates, doors and windows	Use safety gates to keep children in safe areas	___	___	___
	Keep doors leading to stairways, driveways and storage areas securely fastened	___	___	___
	Use window guards or open windows from top only	___	___	___
	Keep screens locked and nailed	___	___	___
	Keep climbable furniture away from windows	___	___	___
Play Areas	Keep extension cords and unprotected electrical outlets out of reach	___	___	___
	Cover hot radiators	___	___	___
	Fence the playground	___	___	___
	Provide toys that are sturdy, have no small removable parts and lead-free paint	___	___	___
	Use tables with blunt corners	___	___	___
	Secure all rugs, shelves, bookcases	___	___	___
	Use safety plugs; don't use extension cords	___	___	___
	Keep small objects out of reach	___	___	___
	Periodic fire and electrical inspection of entire area	___	___	___
Poisons	Cleaning supplies and medicines locked away	___	___	___
Burns	Guards for wall heaters, registers, floor furnaces	___	___	___
	Charged extinguishers available; all employees know how to use	___	___	___

SAFETY FOR TODDLERS CONTINUED

Emergencies	Arrangements made with doctor or hospital for treatment	___	___	___
	Current information kept on how to contact parent or guardian	___	___	___
	Up-to-date list of persons to whom child could be released; personal identification of these persons before releasing child to their custody	___	___	___

RESOURCE: #36

TARGET POPULATION /E/ /D/

UNIT: *Child Care*

LESSON: *Child Supervisor*

BEHAVIORAL OBJECTIVES:

The student will:

1) arrange, assemble and distribute play materials and equipment.
2) supervise children in recreation activities.
3) handle routine disciplinary action.
4) prepare children to leave center.

CONTENT:

1) Arrange, assemble and distribute play materials and equipment.
2) Supervise recreation activities.
3) Discipline during activities.
4) Prepare children to leave.

LEARNING ACTIVITIES:

1) Role-play setting up an activity for children, making sure equipment and materials are set out beforehand.
2) Repair broken toys.
3) Follow the assembly directions for an unassembled object.
4) Decide what materials are needed for each activity cited on list of children's activities.
5) Role-play a situation in which at least 3 groups of children are under the supervision of one person.
6) During this role-playing, have 1 student stop and create a problem with which the supervisor must deal.
7) Visit a child-care center to observe discipline problems and how they are handled.
8) Role-play situations calling for disciplining.
9) Discuss methods of discipline and the advantages and disadvantages of each.
10) Talk about discipline from vantage point of personal experiences. Students can evaluate how effective it was and if it was the right or wrong way to handle the situation.
11) Hand out open-ended problem sheets on which students are given a discipline problem and must solve it.

LEARNING ACTIVITIES CONTINUED:

12) Make identification symbols which would help children to find their own clothes.
13) Prepare a child to leave the center. Possibly younger siblings could be useful in practicing this.
14) Role-play a situation in which a child doesn't want to go home.
15) Stress the importance of knowing at least one thing the child did or made that day be reported to parents. Role-play situation in which this is conveyed.

RESOURCES:

#3, #4, #11, #25

TARGET POPULATION /H/ /D/

UNIT: *Child Care*

LESSON: *Clerical Duties*

BEHAVIORAL OBJECTIVES:

Student will:

1) keep attendance records.
2) collect and receipt enrollment fees.
3) distribute routine notices.
4) file records.

CONTENT:

1) Attendance records
    a. taking attendance
    b. reporting
2) Collect and receipt enrollment fees
    a. collecting and recording fees
    b. making correct change
    c. writing receipts
3) Routine notices
    a. distribution
    b. collection
4) Filing
    a. alphabetizing
    b. correct placement
    c. dating

LEARNING ACTIVITIES:

1) Each student will be responsible for taking attendance for 2 weeks, turning in absences.
2) Obtain a Head Start report sheet and have student fill it out.
3) Have students practice making change.
4) Review checks and have students read them, making certain that the written amount is the same as the amount which is written out.
5) Review parts of a check and have students practice checking to see if they are filled out correctly.
6) Prepare handouts to be sent home each day. Have 1 student pass out notices for at least 2 days without a reminder from the teacher.
7) Give students about 20 cards to alphabetize.
8) Give students 10 articles to file.
9) Give students 10 enrollment cards to file.
10) Demonstrate labeling a folder tab and have students label 5 for filing.

RESOURCES: #3

RESOURCE LIST

BOOKS AND PAMPHLETS

1) Day Care Staff Training, U.S. Department of Health, Education and Welfare, U.S. Government Printing Office, Washington, D.C. 20402, stock number 1791-0163, $ .50
2) Exploring Children's Interests, Frederick Kuder and Blanche B. Paulson, Science Research Associates, 259 East Erie Street, Chicago, Illinois
3) The Nursery School: Adventure in Living and Learning, Christianson, Rodgers and Ludlum, Houghton Mifflin, Boston, Massachusetts, 1961
4) Child Care and Development, Louise Ames Bates, J.B. Lippincot Company, Philadelphia, Pennsylvania, 1970
5) The Developing Child, Holly E. Brisbane, Audrey Palm Riker, Charles A. Bennett Company, Inc., Peoria, Illinois, 1965
6) How Children Grow and Develop, Willard C. Olson, John Lewellen, Science Research Associates, 259 East Erie Street, Chicago, Illinois
7) Helps for Day Care Workers, A Lap To Sit On and Much More, Association for Child Care Education International, 3615 Wisconsin Avenue N.W., Washington, D.C. 20016, 1971, $2.00
8) The Child Under Six, James L. Hymes, Prentice-Hall, Inc., Englewood Cliffs, New Jersey, 1975
9) Steps in Home Learning, Florence M. Reiff, Charles A. Bennett Company, Inc., Peoria, Illinois, 1971
10) Child Psychology, Brian Sutton-Smith, Appleton-Century-Crofts, Educational Division, Meredith Corporation, 440 Park Avenue South, New York, New York 10016, 1973
11) Helping Children Solve Problems, Ruth Strang, Science Research Associates, Inc., 259 East Erie Street, Chicago, Illinois 60611
12) "Play Materials for Children, Infancy to Five Years", Ada County Health Department, 1455 Orchard, Boise, Idaho 83704
13) "Your Child from 3 to 4", Children's Bureau, Publication #446-1967, U.S. Department of Health, Education and Welfare
14) Art Activities for the Very Young, Lewis F. Hoover, Davis Publications, Inc., Worcester, Massachusetts, 1966
15) Creating Activities for Young Children, Keith D. Osborne, Dorothy Haupt, The Merrill Palmer Institute, Detroit, Michigan, 1964
16) Setting Up Learning Environments, Ideas That Work With Young Children, Katherine Read Baker, editor, National Association for Young Children, Washington, D.C., 1972
17) Planning Environments for Young Children: Physical Space, Sybil Kritchevsky, National Association for the Education of Young Children, Washington, D.C., 1969
18) Designing the Child Development Center, Project Head Start, Office of Child Development, Department of Health, Education and Welfare, Washington, D.C.

RESOURCE LIST CONTINUED

19) Developing Toilet Habits, Ross Laboratories, Columbus, Ohio, 1974
20) Feeding Little People, E.F. McEvery, National Dairy Council, 1968
21) "Safe Toy Tips", U.S. Government Printing Office, Washington, D.C.
22) A Safer World for Babies and Toddlers, New Brunswick, New Jersey
23) "Protecting Infants and Toddlers from Accidents", Proctor and Gamble, Cincinnatti, Ohio, 1971
24) "Accidents and Children", Children's Bureau, Folder #48-1959, U.S. Department of Health, Education and Welfare, Office of Child Development, Washington, D.C. 20201
25) A Guide to Better Discipline, Othilda Krus, Helen L. Beck, Science Research Associates, Inc., 259 East Erie Street, Chicago, Illinois 60611
26) "How To Keep Your Baby Safe", Ada County Health, 1455 Orchard, Boise, Idaho 83704

FILMS AND FILMSTRIPS

27) "How an Average Child Behaves 1-5", Parents' Magazine Child Development Filmstrips and records, Parents' Magazine Films, Inc., 52 Vanderbilt Avenue, New York, New York 10007
28) "Room To Learn", Association Films, Inc., 600 Madison Avenue, New York, New York 10022
29) "A Pre-Kindergarten Program", New York University Film Library, 26 Washington Place, New York, New York 10033
30) "Baths and Babies", Johnson & Johnson, New Brunswick, New Jersey
31) "Feeding Habits", International Film Bureau, 322 South Michigan Avenue, Chicago, Illinois 60604
32) "Working With Children in Day Care: Sleeping, Eating, Toilet Training", Day Care and Child Development Council of America, 1401 K Street, N.W., Washington, D.C. 20005, 1972

OTHER MATERIAL

33) The Job Box, Pacemaker Vocational Resource Module, Child Care Worker Card #70, Lear Siegler, Inc., Fearon Publishers, Belmont, California, 1974
34) "Child Care Aide", Texas Education Agency, Department of Vocational and Adult Education, Division of Homemaking Education, Austin, Texas, 1969
35) "Me, Myself and I: How Preschoolers See Themselves", #84136, J.C. Penny Educational Materials, Educational Relations, J.C. Penny Company, Inc., 1301 Avenue of the Americas, New York, New York 10019
36) Child Care and Development Occupations, Competency Based Training Modules, Atlanta Public Schools, Atlanta, Georgia

INTRODUCTION

UNIT: *Laundry and Dry Cleaning Worker*

Laundry establishments are operated in a great variety of ways and with varying methods. Hotels, motels, hospitals, etc., all have their own way of operating. Because of these variations, it is difficult to give training that will be useful to the student when s/he starts to work in a laundry. This unit does give the student a general idea of what laundry work entails and will help him/her to adapt to on-the-job training.

A small laundry operation can be set up in the classroom and laundry can be done for the school nurses, cooks or athletic department. This will give the students experience in sorting, marking, pre-treating, washing, drying, ironing and distributing laundry.

Dry cleaning can be studied best through extensive field trips. Field trips to different types of laundries will acquaint the students with the availability of laundry jobs and allow them to see what constitutes laundry work. Methods used in local laundries are the best resources for this unit and should be investigated.

SAMPLE: DAILY LESSON PLAN

UNIT: *Laundry and Dry Cleaning Worker*

LESSON: *Stain Removal*

LEARNING ACTIVITIES:

Cut small swatches of material and stain them with several common substances such as blood, catsup, grass, ink, etc. Each student will remove the stain from the swatches given to him/her. Emphasis should be placed on the prompt treatment of stains.

TOOLS AND EQUIPMENT:

material swatches
sink

SUPPLIES:

soap
cleaning fluid
hair spray
spray cleaning preparations

SAFETY:

Follow safety instructions on cleaning preparations; don't breathe fumes, swallow preparations, ignite preparations, etc.

VOCABULARY:

stain
fluid
scorch
fumes
ignite
grease

MATH:

TARGET POPULATION /E/ /D/

UNIT: *Laundry and Dry Cleaning Worker*

LESSON: *Marking and Sorting*

BEHAVIORAL OBJECTIVES:

The student will mark laundry or cleaning for identification, sort it according to color, fabric, heavily soiled items and stained items.

CONTENT:

1) Laundry should be sorted before washing into piles of similiarity. For example, heavy items should be put with other heavy items, not with delicate items, heavily-soiled items should not be put with lightly-soiled items, dark clothes should not be put with light-colored clothes.
2) Mark laundry for identification.
3) Weigh laundry.
4) Follow any special instructions for fabric, etc.

LEARNING ACTIVITIES:

1) Practice sorting and marking laundry for someone at school.
2) Take field trips to a luandry and to a dry cleaners.
3) Do wash on a regular basic for school nurses, cooks or athletic department.
4) Experiment by washing very dirty clothes with slightly-soiled items, dark clothes with white clothes and items covered heavily by lint.

RESOURCES:

#2, #4, #5, #6, #7

TARGET POPULATION /E/ /D/

UNIT: *Laundry and Dry Cleaning Worker*

LESSON: *Stain Removal*

BEHAVIORAL OBJECTIVES:

The student will remove a blood stain and a grease stain.

CONTENT:

General stain removal of common stains such as catsup, bacon grease, blood, orange juice, margerine and chocolate.

LEARNING ACTIVITIES:

1) Practice and experiment removing stains.
2) Working in pairs, identify stains and then remove.
3) Take field trips to a laundry and a dry cleaners.
4) Have each student experiment removing one stain and report to class.

RESOURCES:

#3

UNIT: *Laundry and Dry Cleaning Worker*

LESSON: *Washing*

BEHAVIORAL OBJECTIVES:

The student will load the washer, add pre-soak, soap, bleach,sour soap remover, fabric softener; set washer and operate.

CONTENT:

1) Loading the machine
2) Operating the machine, adding washing products and completing the operation.
3) Items used in laundry, such as pre-soak agents, bleach, sour soap remover, fabric softener
4) Solvents used in dry cleaning

LEARNING ACTIVITIES:

1) Practice doing wash; students could bring laundry from home.
2) Take a field trip to a laundry.
3) Take a field trip to a store to see different washers, such as a power hoist.
4) Take a field trip to a dry cleaners to see how solvent is used.
5) Experiment with wash by using hot water on elastic, observing the effect of softeners and presoaks, etc.

RESOURCES:

#4, #8

UNIT: *Laundry and Dry Cleaning Workers*

LESSON: *Sorting for Dryer and Mangle*

BEHAVIORAL OBJECTIVES:

The student will sort and separate laundry to be rewashed and items which should be dried together (towels, baby clothes, etc.).

CONTENT:

1) Items to be rewashed
2) Heavy and light items
3) Fasteners securely attached
4) Items which should not be put in driers
5) Items which should be dried to various degrees before being mangled.

LEARNING ACTIVITIES:

1) Practice sorting.
2) Take a field trip to a laundry.
3) Take a field trip to a dry cleaners.

RESOURCES:

#2, #5, #6, #7, #8

TARGET POPULATION /B/ /D/

UNIT: *Laundry and Dry Cleaning Worker*

LESSON: *Extractor and Dryer*

BEHAVIORAL OBJECTIVES:

The student will become acquainted with and learn to operate an extractor and a dryer.

CONTENT:

The content of this lesson depends on resources available but a general knowledge of the effect of heat on different fabrics, trims and fasteners should be imparted.

LEARNING ACTIVITIES:

1) Take a field trip to a laundry to see an extractor and dryers.
2) Practice drying clothes in any available dryers.
3) Experiment to see the effect of heat on different fabrics, trims, fasteners, etc.
4) Take a field trip to a laundromat to observe and use the equipment.

RESOURCES:

#2, #8

TARGET POPULATION /E/ /D/

UNIT: *Laundry and Dry Cleaning Worker*

LESSON: *Mangle (Pressing Machine)*

BEHAVIORAL OBJECTIVES:

The student will demonstrate pressing by ironing one sheet (by hand or with a mangle).

CONTENT:

1) Operation of a mangle
2) Method of feeding different items into a pressing machine
3) General ironing methods; temperatures used for different garments and fabrics

LEARNING ACTIVITIES:

1) Take a field trip to a laundry.
2) Practice using a mangle if one is available. Some laundromats have pressing machines.
3) Practice using a pressing board.
4) Bring clothes from home to iron.
5) Experiment to see what damage is caused by using an iron which is too hot (some fabrics melt, scorching occurs, etc.).

RESOURCES:

#2, #4

TARGET POPULATION E D

UNIT: *Laundry and Dry Cleaning Worker*

LESSON: *Mending*

BEHAVIORAL OBJECTIVES:

From a selection of articles, student will be able to discern which pieces need repairs and will be able to tell how to make repairs. Advanced students can do actual repair work.

CONTENT:

Simple repairs, replacing buttons, operation of a sewing machine (use a heavy duty machine if one is available).

LEARNING ACTIVITIES:

1) Take a field trip to a laundry.
2) Practice repairs items from home.
3) Ask the Salvation Army or other organization for boxes of clothing which need repair.
4) Do heavy duty repairs for students or other people, such as those needed by sleeping bags.

RESOURCES:

#1, #2

TARGET POPULATION /E/ /D/

UNIT: *Laundry and Dry Cleaning Worker*

LESSON: *Folding*

BEHAVIORAL OBJECTIVES:

The student will fold correctly assorted laundry from a basket. The difficulty will vary with the student's ability.

CONTENT:

Folding towels, sheets and other items which are not placed on hangers.

LEARNING ACTIVITIES:

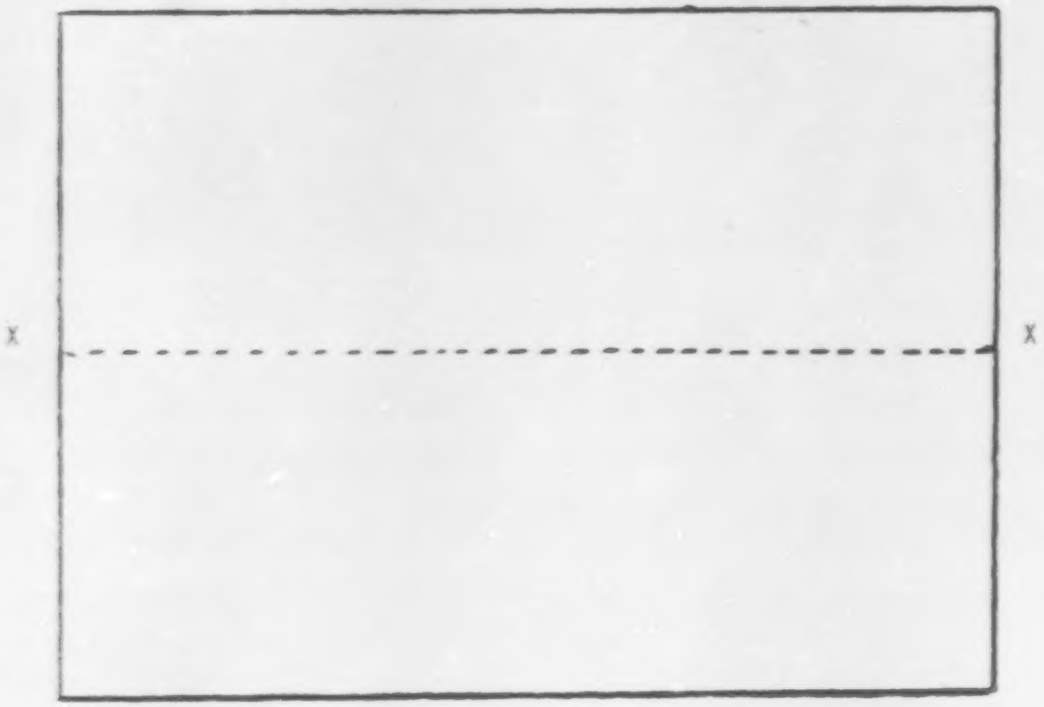
1) Demonstration of laundry folding.
2) Practice folding laundry.
3) Take a field trip to a laundry.
4) Practice folding with paper.
5) Have students train each other as many folding operations need 2 people and cooperation is important.

RESOURCES:

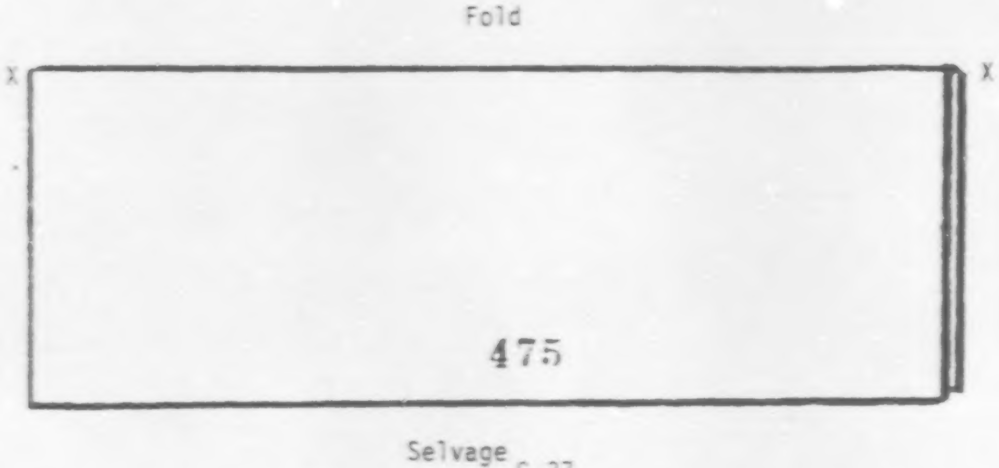
#2, #4

FOLDING A SHEET

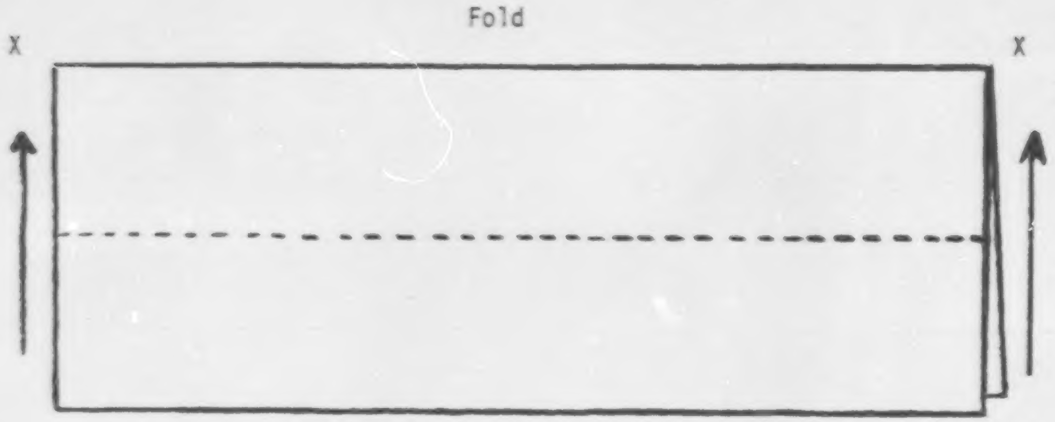
(2 PEOPLE)



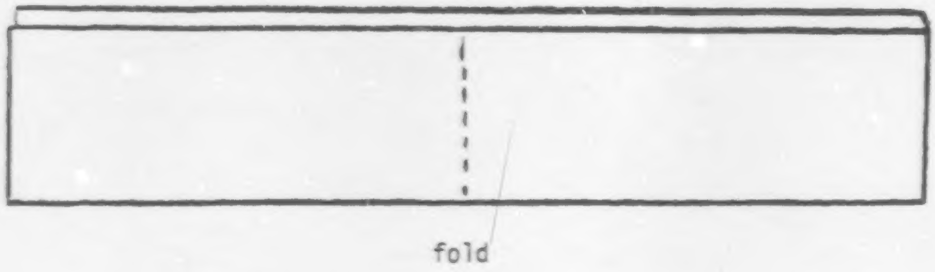
1. Grasp center of sheet ends.
2. Shake and allow selvage to drop toward floor.


Fold
X
X
Selvage

FOLDING A SHEET CONTINUED

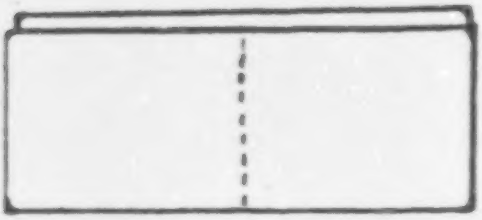


3. Grasp selvages and bring up to meet fold.

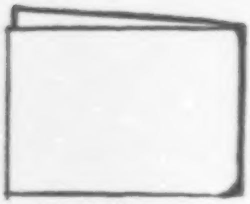


4. a. Lay partially-folded sheet on table. Continue adding sheets until the pile is high (selvages on top).
   b. Grasp sheet end, pull toward you and fold in half (use dotted line).

FOLDING A SHEET CONTINUED

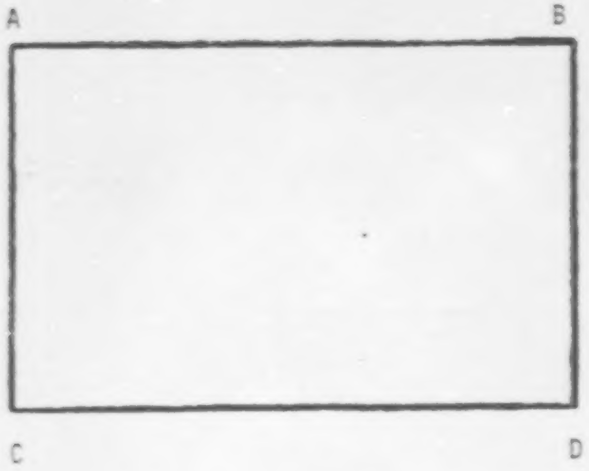


5. Fold in half again (use dotted line).

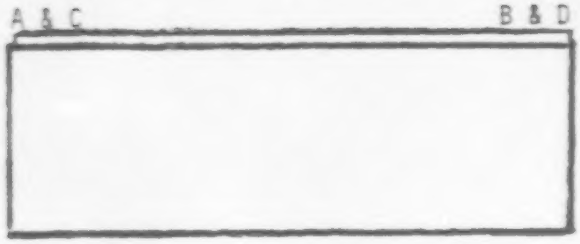


6. Stack on cart with folded edge out.

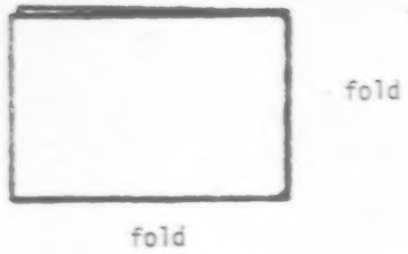
FOLDING A TOWEL



Fold C to A and B to D



Fold B & D to meet A & C



Place on shelf with folded edge out

TARGET POPULATION /H/ /D/

UNIT: *Laundry and Dry Cleaning Worker*

LESSON: *Distribution*

BEHAVIORAL OBJECTIVES:

The student will store correctly 3 items of laundry.

CONTENT:

1) Storage areas
2) Storage according to number of color-coded tag
3) Packaging finished laundry
4) Preparing packages for shipping or pick-up

LEARNING ACTIVITIES:

1) Set up areas for items which will be distributed by number or color-coded tags.
2) Take a field trip to a laundry, dry cleaners or a hospital.
3) Practice wrapping laundry if this is a custom in local area.

RESOURCES:

#5, #6, #7

UNIT: *Laundry and Dry Cleaning Worker*

LESSON: *Job Opportunities*

BEHAVIORAL OBJECTIVES:

The student will name 2 locations in his/her area which employ laundry or dry cleaning workers.

CONTENT:

1) The students will learn where, how many and what kind of laundry and dry cleaning jobs are available in the local area.
2) Master skills necessary for different jobs in laundries or dry cleaning establishments.

LEARNING ACTIVITIES:

1) Take a field trip to a laundry, hospital, hotel, etc., to observe laundry operations.
2) Take a field trip to a dry cleaning establishment.

RESOURCES:

#2, #5, #6, #7

RESOURCE LIST

1) The Care We Give Our Clothes, Margaret J. Hanson, Steck-Vaughn Company, Austin, Texas, 1966
2) The Job Box, Lear Siegler, Inc., Fearon Publishers, 1974
3) "Stain Removal Chart", Lever Brothers, New York, New York
4) Local laundries
5) Local hotels
6) Local motels
7) Local hospitals
8) Equipment manuals

INTRODUCTION

UNIT: *Food Service*

After the students have completed the unit on *Food and Nutrition*, they are ready to learn about food service operations. In this unit the student will study different types of restaurants and food services that are potential job sites. By breaking down the services provided by the different food operations, it will be easier for the student to determine where the job fits into the total picture and to judge where s/he will fit in as a potential employee.

Setting up a small food service operation in the home economics room will provide excellent experience. This operation can be set up using a very simple menu and individual-sized can goods. Such a menu could include green salads, soup, chili and beef stew. The investment is small because the refrigerator and range are already there and many departments have enough dishes and silverware to begin operations. A small microwave oven is nice but not essential. This operation gives the student experience taking inventory, going to the store, preparing salads, setting tables, taking orders, preparing orders, heating and serving soup, etc., figuring out bills and cashiering. Stations and duties are set up according to the number of students available and the size of the operation.

This training is a good way to discover potential trouble areas that could cause students to lose jobs and it is an opportunity to correct these problems.

Food service jobs exist in every locale. Which jobs the students should study should depend on the area and the ability of the students. Most food service operations do their own training so a general knowledge and good work attitudes are the best preparation for the student.

PRE/POST TEST

UNIT: *Food Service*

1) What is a fast food operation?

2) What is a family food operation?

3) What is a gourmet food operation?

4) What is a catering service?

5) Name 4 food service jobs in the local community.

6) Explain 3 duties of a dishwasher.

7) What is a bus boy?

8) What are the general duties of a school cafeteria worker?

9) What are wage deductions?

10) What are the general job requirements for food service jobs?

SAMPLE: DAILY LESSON PLAN

UNIT: *Food Service*

LESSON: *Food Service Jobs - Bus Boy*

LEARNING ACTIVITIES:

Practice cleaning tables, stacking dirty dishes and carrying them in to be washed.

Wipe off tables or replace tablecloths and set table for next use, placing napkins, filling salt and pepper shakers, wiping off chairs if necessary.

Refill water glasses and coffee cups during meal.

TOOLS AND EQUIPMENT:

"dirty" dishes
tray
table cloth
salt and pepper shakers
coffee container
water container

SUPPLIES:

napkins
salt and pepper
coffee
water

SAFETY:

Stack dishes so they don't fall; load tray so that it isn't too heavy. Be careful not to slip while carrying tray; don't spill water or coffee on customers; be careful not to bump into someone or something while carrying a tray.

VOCABULARY:

MATH:

TARGET POPULATION /H/ /D/

UNIT: *Food Service*

LESSON: *Fast Food Operations*

BEHAVIORAL OBJECTIVES:

The student will explain what a fast food operation is and give 2 examples of fast food operations in the local area.

CONTENT:

1) Fast food operation menu - few items for rapid preparation
2) Fast food operations orders and supplies - convenience foods, franchise operation
3) Fast food preparation - work stations, limited preparation
4) Fast food service - taking orders, assembling and service

LEARNING ACTIVITIES:

1) Take a field trip to a fast food operation.
2) Study and discuss several fast food operations menus.
3) Prepare and serve a menu similiar to that offered by a fast food operation.
4) Set up a fast food operation in the school with salads, soup and canned chili and stew. Serve teachers and people working in nearby offices.

RESOURCES:

#1, #2

TARGET POPULATION /E/ /D/

UNIT: *Food Service*

LESSON: *Family Food Operation*

BEHAVIORAL OBJECTIVES:

The student will explain what a family food operation is and give 2 examples in the local area. The student will explain a cafeteria operation.

CONTENT:

1) Family food operation - fairly good selection for a well-balanced meal
2) Family food operation orders and supplies - quality, form and contents are considered
3) Family food preparation - areas are set up for baking, salad making, preparing cold foods and preparing hot foods
4) Family food operation service - greeting, hostessing, serving and billing.

LEARNING ACTIVITIES:

1) Take a field trip to a family food operation.
2) Obtain menus from family food service-type restaurants.
3) Prepare and serve a family food service-type of meal.
4) Set up job stations in the classroom for a family food operation.

RESOURCES:

#1, #2, #3

TARGET POPULATION /H/ /D/

UNIT: *Food Service*

LESSON: *Gourmet Foods Operation*

BEHAVIORAL OBJECTIVES:

The student will describe 2 features of a gourmet food operation which distinguish it from fast food or family food operations.

CONTENT:

Gourmet food restuarants are distinguished often by exotic foods, elegant surroundings and a lot of personal attention from the personnel. Large preparation areas are necessary as convenience foods are not used. Gourmet food service menu may include appetizer, salad, main course and dessert.

LEARNING ACTIVITIES:

1) Study and discuss a gourmet restaurant's menu.
2) Take a field trip to a gourmet food operation.
3) Prepare a gourmet meal and serve it as it would be in a gourmet restuarant.
4) Practice setting up job stations in the classroom for a gourmet food operation.
5) List the extra jobs created by specialized service.

RESOURCES:

#1, #2

TARGET POPULATION /H/ /D/

UNIT: *Food Service*

LESSON: *Catering*

BEHAVIORAL OBJECTIVES:

The student will explain what a catering service does and give 2 examples of occasions on which a caterer may be used.

CONTENT:

There are 4 kinds of professional caterers: food specialist, prepared meal expert, special occasions caterer and caterer director.

LEARNING ACTIVITIES:

1) Field trip to a catering service.
2) Field trip to see a caterer in operation.
3) Give a party for another class and provide all the services offered by the 4 types of catering service.
4) Call several catering services to compare prices, service and menus for parties, picnics, etc.
5) Invite a speaker from a catering service to come to the class.

RESOURCES:

#2, #2

TARGET POPULATION /H/ /D/

UNIT: *Food Service*

LESSON: *Food Service Jobs*

BEHAVIORAL OBJECTIVES:

The student will tell 2 duties of each of the following positions: dishwasher, bus boy, kitchen helper, waiter or waitress, fry cooks, school cafeteria worker and baker's helper. This list will vary in different communities.

CONTENT:

1) Individual jobs:
   a. dishwasher
   b. bus boy
   c. kitchen helper
   d. waiter or waitress
   e. fry cook
   f. school cafeteria worker
   g. baker's helper
2) Are the jobs realistic for the students?

LEARNING ACTIVITIES:

1) Conduct a group discussion in which students can tell about people they know who have food service jobs.
2) Practice manning different job stations.
3) Role-play situations involving employers and employees.
4) Take a field trip to observe workers in jobs studied.
5) Take a field trip to the Department of Employment.
6) Invite to the class a speaker from any food service operation.

RESOURCES:

#1, #2, #3

TARGET POPULATION /H/ /D/

UNIT: *Food Service*

LESSON: *Food Service Worker*

BEHAVIORAL OBJECTIVES:

The student will demonstrate that s/he understands the qualities desired in food service personnel by telling of 2 things that are necessary for a food service worker, such as good personal appearance, good health, follows orders well, is a careful worker.

CONTENT:

1) Qualities necessary for a food service worker to be successful (appearance, health, attitude, etc.)
2) Qualities needed for specific food service jobs
   a. strength if you must carry heavy trays
   b. friendly and pleasing personality if you deal with public
   c. legible writing and knowledge of math to handle orders and bills
   d. ability to stand all day
   e. ability to operate machines correctly

LEARNING ACTIVITIES:

1) Role-play several situations which might arise for a food service worker, such as being confronted by an irate customer.
2) Take a field trip to observe waiters and waitresses.
3) Invite to the class a speaker who holds a food service job.
4) Practice food service operations in different classroom areas.
5) Hold a group discussion to throw out suggestions on how to handle problems such as inability to remember orders, serving incorrectly.
6) Invite a speaker from the Department of Health to the class.
7) Discuss and practice ways to simplify jobs and prevent fatigue.

RESOURCES:

#1, #2, #3, #4

UNIT: *Food Service*

LESSON: *Labor Laws and Regulations*

BEHAVIORAL OBJECTIVES:

The student will state the general laws and regulations that apply to him/her as a food service worker and will be able to discuss these.

CONTENT:

1) State laws concerning workers such as minimum wage, wage deductions, child labor laws, workman's compensation, unemployment compensation
2) Federal laws concerning social security and federal income tax
3) General information about labor unions and civil service
4) How to handle job complaints and job termination

LEARNING ACTIVITIES:

1) Invite a speaker to the class from the Department of Employment, the Vocational Rehabilitation Center, local labor union.
2) Role-play mock situations.
3) Do problems on wages and deductions.

RESOURCES:

#1, #5, #6, #7

UNIT: *Food Service*

LESSON: *Labor Laws and Regulations*

BEHAVIORAL OBJECTIVES:

The student will be able to find on a withholding statement the amount of federal tax with, the amount of social security withheld and the amount of the check.

CONTENT:

If the student has the mathematical ability to figure out his wages, s/he should realize why the check will not be as large as s/he had figured.

LEARNING ACTIVITIES:

1) Study a number of withholding statements.

RESOURCES:

#2, #5

Refer to the units on *Money Management* & *Filling Out Forms*

RESOURCE LIST

1) Exploring Careers in Hospitality and Food Service, Cincinnati Public Schools, McKnight Publishing Company, 1974
2) Food Service Careers, Ethelwyn Cornelius, 1974
3) Hello, World, Ruth Love Holloway, Charles A. Bennett Company, Inc.
   Foods and Lodging Services, Careers Exploration Program, Lear Siegler Inc., Fearon Publishers, 1973
   The Job Box, 1974
4) Food Trades, Resource Unit for Special Classes, Mrs. Moira J. McAfee, Mr. Carlton Tucker, Houston Independent School District, 1968
5) State Department of Employment
6) Labor unions
7) Vocational Rehabilitation Center

INTRODUCTION

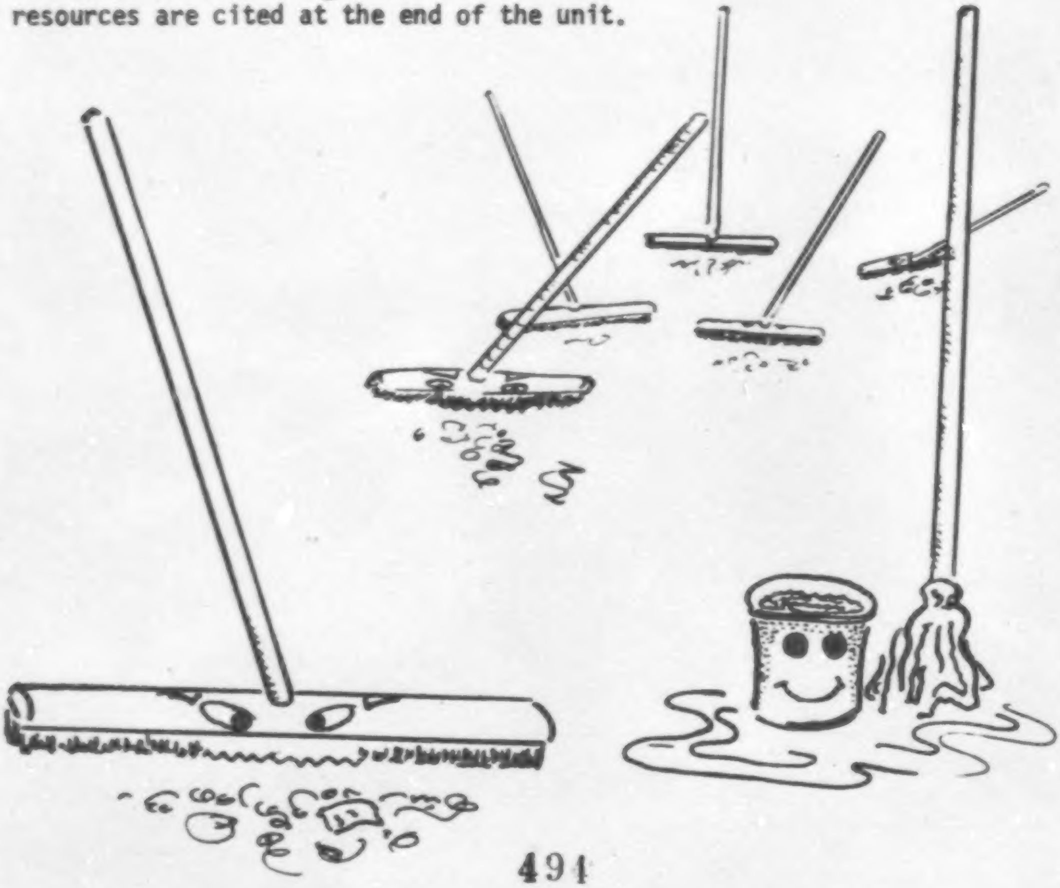
UNIT: *Custodial/Housekeeping*

This unit is pre-vocational in orientation, but could be used to train a student for custodial work. More specific training would cover the maintenance of food service facilities, gymnasiums and hospitals.

Work schedules and time studies for various duties should be incorporated in this program. If a student can complete this unit with reasonable facility, s/he would be ready to work as a first level custodian under supervision.

One good learning activity is to invite an inspector from the Health Department to inspect the students' work. This would give the students insight into the standards which must be met and the penalties for not meeting them.

All resources are cited at the end of the unit.



PRE/POST TEST

UNIT: *Custodial/Housekeeping*

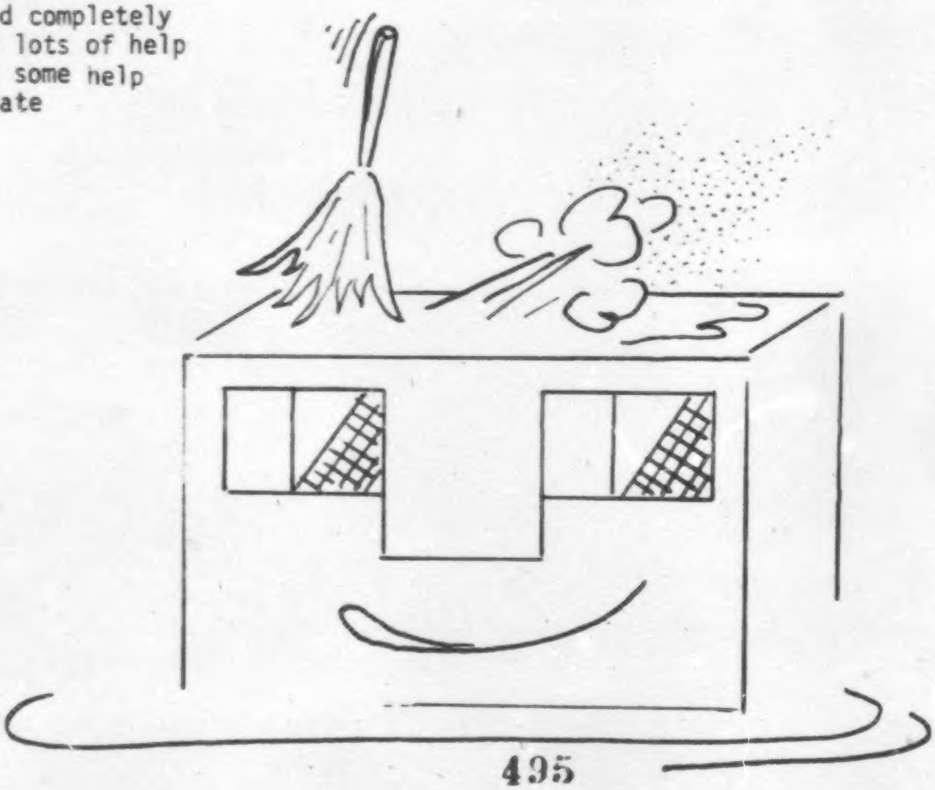
Assign each student a room to clean. Do not give them any instructions. When they have completed cleaning the rooms, rate each student according to a checklist. At the end of the unit, give them the same assignments and re-rate them, using the same checklist, marking with a different colored pencil so that comparisons can be made easily.

Example

Clean an Office

Duties	1	2	3	4	
1. Dust horizontal features	X				
2. Dust and mop floor		X			
3. Empty pencil sharpeners		X			
4. Empty wastepaper baskets				X	
5. Dust desks			X		

1: Missed completely
2: Needs lots of help
3: Needs some help
4: Adequate



TARGET POPULATION   *H*   *D*

UNIT: *Custodial/Housekeeping*

LESSON: *Dusting*

BEHAVIORAL OBJECTIVES:

The student will:

1) use the supply items needed to dust a classroom.
2) perform the 6 steps of dusting in the classroom, nearby churches and homes of the elderly.

CONTENT:

1) Tools and supplies: whisk broom or lint brush, wall duster, treated dust cloths, untreated cloths
2) Direction of work: top to bottom
3) Items to dust: furniture, windowsills, walls, etc.
4) Special areas: stairways, toilet rooms, ceilings, halls

LEARNING ACTIVITIES:

1) Dust schoolrooms.
2) Contract out to dust churches and community buildings.
3) Dust homes of elderly people.

TARGET POPULATION /H/ /D/

UNIT: *Custodial/Housekeeping*

LESSON: *Dustmopping*

BEHAVIORAL OBJECTIVES:

The student will state verbally the purpose of dustmopping and dustmop a 12 foot square floor.

CONTENT:

1) Tools and supplies: putty knife, dust pan, hand brush
2) Moving furniture
3) Different paths for dusting rooms
4) How to hold and push a dustmop
5) Corners

LEARNING ACTIVITIES:

1) Dustmop rooms with both movable and unmovable furniture.
2) Dustmop corridors.
3) Give students a diagram of a room and have them chart a path for dusting it.

TARGET POPULATION /H/ /D/

UNIT: *Custodial/Housekeeping*

LESSON: *Stairway Cleaning*

BEHAVIORAL OBJECTIVES:

The student will dry clean and wet clean a 20 foot area of stairway.

CONTENT:

1) When to clean: dry clean when in use; wet clean when not in use
2) Equipment and supplies: mops, rags, solutions, buckets, sponges
3) Direction of cleaning: corner to corner or corner to middle
4) Wet cleaning: with mop and by hand
5) Handrails
6) Storing equipment and supplies

LEARNING ACTIVITIES:

1) Practice cleaning stairways, both wooden and concrete.

TARGET POPULATION /H/ /D/

UNIT: *Custodial/Housekeeping*

LESSON: *Wet Mopping*

BEHAVIORAL OBJECTIVES:

The student will list by name 6 supply items used for wet mopping and wet mop a 20 foot square asphalt tiled floor.

CONTENT:

1) Tools and materials: buckets, mops, putty knife, counter brush, steel wool, cleaning solutions
2) Types of cleaning agents
3) Types of floor surfaces: cement, wood, tiles
4) Specific cleaners for different floor types
5) Cleaning and storing mops and buckets
6) How to hold and swing mop in figure 8 motion
7) Edges of walls
8) How to mop a room, which area to be done first
9) Spot mopping: spills, vomit

LEARNING ACITVITIES:

1) Compile a list of commercial and industrial cleaning agents.
2) Practice cleaning mops and buckets. Show instructor mops and buckets before storing.
3) Practice using a sponge mop.

UNIT: *Custodial/Housekeeping*

LESSON: *Restroom cleaning*

BEHAVIORAL OBJECTIVES:

The student will:

1) develop a routine for cleaning a restroom.
2) clean restrooms at school, at home and in community buildings.
3) Decide upon and use cleaners and supplies suitable for a given soiled area.

CONTENT:

1) Assembling tools and materials needed.
2) Demonstrate how to clean the following surfaces:
    a. dust and empty wastepaper baskets
    b. clean partitions and walls (including shower walls)
    c. clean urinals
    d. clean toilet bowls and pipes
    e. clean wash bowls and pipes
    f. clean mirrors
    g. fill all dispensers
    h. sweep room
    i. wet mop floor

    It should be noted that this list constitutes the recommended routine to be followed.
3) Special emphasis on cleanliness and disinfectants
4) Polishing chrome

LEARNING ACTIVITIES:

1) Display commercial brands of cleansers and supplies.
2) Encourage students to develop a routine.
3) Assign daily duties.
4) Practice cleaning restrooms at school, home, etc.

UNIT: *Custodial/Housekeeping*

LESSON: *Drinking Fountain Cleaning*

BEHAVIORAL OBJECTIVES:

The student will clean 1 drinking fountain a week according to the specifications of the Department of Sanitation.

CONTENT:

1) Check water flow
2) Supplies: bucket, sponge, dry cloth, antiseptic solution
3) Do twice daily if possible

LEARNING ACTIVITIES:

1) Practice cleaning drinking fountains.
2) Have Sanitation Department make inspections and compile a list of problem areas.
3) Invite a sanitation inspector to talk on inspections, standards and penalties.

TARGET POPULATION   */H/*   */D/*

UNIT: *Custodial/Housekeeping*

LESSON: *Glass Cleaning*

BEHAVIORAL OBJECTIVES:

The student will:

1) become acquainted with 3 causes of streaked glass.
2) clean 10 windows with a sponge and chamois cloth.
3) clean 10 windows with a sponge and squeegee.

CONTENT:

1) Tools and supplies: ladders, buckets, sponge, cleaning solutions, cloths, squeegee, chamois cloth
2) Methods
    a. sponge and chamois (or rags)
        1. window sills
        2. mixing solutions (too strong a solution causes streaking)
    b. sponge and squeegee
        1. direction of wiping
        2. cleaning squeegee
        3. corners

LEARNING ACTIVITIES:

1) Mix various types and strengths of cleaning solutions to compare cleaning and streaking properties.
2) Practice cleaning windows.

TARGET POPULATION /H/ /D/

UNIT: *Custodial/Housekeeping*

LESSON: *Hand Stripping and Machine Scrubbing*

BEHAVIORAL OBJECTIVES:

The student will:

1) hand strip a 10 foot square area of tiled floor.
2) develop a routine for stripping a floor with a scrubbing machine.
3) operate a scrubbing machine for 30 minutes.

CONTENT:

1) Tools, equipment and supplies
2) Preparing area to be stripped: dustmop, apply cleaning solutions
3) Preparing cleaning solutions for different floor surfaces
4) Hand stripping edges with steel wool and putty knife
5) Machine operation: use safety precautions and follow overlap pattern
6) Picking up solution: wet vacuum cleaner and mops
7) Cleaning up splatters
8) 3 rinses
9) Clean up tools and equipment

LEARNING ACTIVITIES:

1) Make up deep cleaning crews.
2) Work out a schedule for cleaning rooms.
3) Appoint 1 student to be foreman, 1 to scrub and 2 to mop.
4) Appoint inspectors (to work for a week at a time) to inspect completed areas.

TARGET POPULATION /H/ /D/

UNIT: *Custodial/Housekeeping*

LESSON: *Carpet Care*

BEHAVIORAL OBJECTIVES:

The student will:

1) vacuum a 9' X 12' carpet.
2) shampoo a 9' X 12' carpet.
3) remove 3 different kinds of spots from carpet samples, using correct spot removing techniques and agents.

CONTENT:

1) Daily care: vacuuming and spot removal
    a. when to vacuum
    b. operation of vacuum cleaner
    c. how to vacuum: strokes per area, speed
    d. clean spots according to rug type
2) Shampoo
    a. vacuum area
    b. pre-spot area
    c. apply absorbent materials and brush in detergent
    d. edges and corners
    e. sudsing
    f. picking up and vacuuming
    g. laying the pile

LEARNING ACTIVITIES:

1) Practice removing spots from carpet samples.
2) Hand shampoo carpet samples to learn the basic steps.
3) Practice using machines on old carpeting before trying on new carpeting.
4) Shampoo carpets in neighborhood.

TARGET POPULATION /H/ /D/

UNIT: *Custodial/Housekeeping*

LESSON: *Miscellaneous Cleaning*

BEHAVIORAL OBJECTIVES:

The student will clean aluminum, chalk board, light fixtures and acoustical tile.

CONTENT:

1) Tools and materials required for each job.
2) Safety
3) Procedures for each job

LEARNING ACTIVITIES:

1) Have students experiment with different cleaning solutions to see which work best.
2) Practice cleaning.

TARGET POPULATION /D/

UNIT: *Custodial/Housekeeping*

LESSON: *Floor Types and Care*

BEHAVIORAL OBJECTIVES:

The student will identify by name 4 types of floor material and will demonstrate the steps for maintenance and care of each type.

CONTENT:

1) Explain characteristics, advantages, disadvantages, care and maintenance of the following floor types:
    a. asphalt tile
    b. vinyl tile
    c. rubber tile
    d. linoleum
    e. mastic
    f. concrete
    g. terrazzo
    h. marble
    i. ceramic tile
    j. wood
2) Stain removal
    a. checklist on common stains and how to treat them

LEARNING ACTIVITIES:

1) Obtain samples and display on a plywood chart.
2) Practice removing stains from samples.
3) Practice cleaning samples.
4) Compile a maintenance checklist for each type of surface.

EQUIPMENT, TOOLS & MATERIALS LIST

1) whisk broom
2) dust mop
3) putty knife
4) dust pan
5) counter brush
6) wet mop
7) sponge mop
8) buckets
9) wringers
10) sponges
11) scrub brushes
12) steel wool
13) plunger
14) trap brush
15) rubber gloves
16) hand mirror
17) floor machine
18) vacuum cleaners (wet and dry)
19) ladder
20) squeegee
21) abrasive chemical cleaners, polishers
22) shampooer

RESOURCE LIST

UNIT: *Custodial/Housekeeping*

1) Custodial Training, Ohio Trade and Industrial Education Service, State Department of Education, Columbus, Ohio, 1962
2) The Happy Housekeeper, Frank E. Richards Company, Phoenix, New York, 1964
3) Handbook for School Custodians, Alanson D. Brainard, University of Nebraska Press, Lincoln, Nebraska
4) The Custodian at Work, Nelson F. Viles, The University Publishing Company, 1126 Q Street, Lincoln, Nebraska
5) My Custodian, A Handbook for School Administrators and Custodians, State Department of Public Instruction, Des Moines, Iowa
6) Being a Housekeeping Aide, Industrial Chemical Laboratories, Inc., 1015 North 14th Street, Omaha, Nebraska 68102
7) Housekeeping Management Assistant Manual For Training of the Mentally Retarded, Rehabilitation Research and Training Center in Mental Retardation, Texas Technical University, Lubbock, Texas 79409
8) Housekeeping Directions, The Soap and Detergent Association, 475 Park Avenue South at 32nd Street, New York, New York 10022
9) Housekeeping Methods and Materials, Oregon Board of Education, Division of Community Colleges and Career Education, Salem, Oregon 9731C